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THE SPECTATOR

VOLUME IV, NUMBER 23 HAMILTON AND KIRKLAND COLLEGES, CLINTON, NEW YORK APRIL 12, 1974

Schedule Revisions Proposed

BY ROBBY MILLER

The Hamilton College Faculty last month failed to approve a proposal endorsed by the Kirkland Assembly which would have changed the scheduling of classes at the colleges.

The proposal, offered in its original form by Acting Dean Peter Marcy of Kirkland, primarily emphasized an increase in the number of 75-minute classes.

The proposed scheduling also would have provided an increase in time between classes from 10 to 15 minutes, a change in the starting hour of early morning classes from 8:00 to 8:30, and fuller use of the afternoon as a time for class periods.

"The Hamilton faculty is satisfied with the present schedule," said Stephen G. Kurtz, dean of the college.

"The science departments objected very strongly to the proposal," said Kurtz, because they felt "it would make it more difficult than ever to schedule students into laboratories . . .That schedule calls for more classes in the afternoon."

"The other Hamilton position," said Kurtz, "has been that we don't want 75-minute classes, because they tend to turn into one-hour classes."

"Personally, I think the new schedule could work," said Kurtz. "I fought for it as hard as I could and I could not get the vote. I'm disappointed in the interests of co-ordination," he said.

Peter T. Marcy, Kirkland acting dean of academic affairs

According to Kurtz, the proposal was sent back to him with the request that it be used as a "model to see what the actual difficulties would be in enrolling some typical students under it."

"The registrar was asked whether, having the departmental hour schedules, he could do it in time for pre-registration," said Kurtz. "The answer was no."

"Nor could the Hamilton Board of Advisors, using their own advisees as actual case studies, work it out in time for pre-registration," said Kurtz.

Kurtz said that the decision was to give the so-called "Kirkland Proposal" to the registrar to work out over the summer to see what conflicts actually exist.

Presumably, the issue will be returned to the Faculty next fall for reconsideration and the proposal could, theoretically, be used for the spring semester of 1974-75, according to Kurtz.

Marcy, who has been writing and revising such scheduling proposals for over two years, commented that he was "very disappointed" to learn of the latest Hamilton delay in considering the change.

SCACA And CAP Discuss 4-1-4 Plan

In a meeting last night, the Standing Committee on Academic and Curricular Affairs (SCACA) accepted in essence the provisions of a curricular working paper drafted by the Hamilton Committee on Academic Policy (CAP), according to a member of the Kirkland committee.

The 'working paper' proposes the retention of the present 4-1-4 calendar with two fourteen-week semesters, instead of the current thirteen-week terms.

SCACA and CAP met earlier today in closed session to resolve differences between the two committees. A proposal drafted by the Subcommittee on Academic Planning of the Student Curriculum Committee (SCC) is also under consideration and several representatives of that group attended today's conference.

The CAP and SCC proposals were released to the Spectator this week and appear in today's issue.

"In substance, there was agreement on what Winter Study should be and in the educational opportunities that the Hamilton proposal offers, but points will be discussed at today's meeting," said another member of SCACA, commenting on last night's meeting.

The committee member, who wished to remain unidentified, said that no vote was taken and that there was no formal acceptance of the CAP document.

Linda Martin '74, SCACA chairperson, expects that the major point to be resolved at today's meeting concerns the length of the calendar as proposed by CAP.

The working paper calls for an academic calendar which begins the fall semester about Labor Day and ends it right before Christmas; the Spring semester would begin about February 1 and end about June 1.

SCACA reportedly favors the fourteen-week semesters proposed by CAP, but the Kirkland organ proposes the abolition of midsemester break in the fall and a one-week spring recess in order to keep the proposed calendar within the time limits of the present calendar.

Both Martin and Professor Russell T. Blackwood, chairman of the CAP, emphasize that the working paper is not a formal proposal. 'It is not a final step," said the SCACA Chariman.

The CAP has been working since September on the new calendar and curriculum which will be instituted academic year 1975-'76. James Traer, James Cunningham, Jay G. Williams, Steven J. Lee, and other Hamilton faculty members have made substantive contributions to the working paper.

Dean of the College Stephen G. Kurtz described the proposals submitted by Traer and Lee as 'kind of nifty'.

Kurtz said the proposals entail no radical departure from the four-one-four academic calendar and retain most of the characteristics of Winter Study. He added, the inclusion of some 'interesting changes' will result in 'a very happy solution' of the problems associated with the present structure.

Features of these and other proposals have been combined into a 'working paper' by the CAP which was presented to SCACA for its consideration at the joint meeting earlier today.

Chairman Blackwood said he was quite fascinated with the proposals from Williams and Lee and that portions of these and others have been combined in the working paper. In its efforts to formulate a new curriculum and calendar, SCACA formed a subcommittee to evaluate Winter Study with a view towards isolating its positive features. Stephen Lipmann, assistant professor of literature, and Nadine George, instructor in history of science, comprised the committee.

The Spectator has learned that Kirkland President Samuel F. Babbitt, Acting Dean of Academic Affairs Peter Marcy, and Assistant Dean Ruth Rinard were invited to share their views on curricular proposals with Blackwood and high administration officials at Hamilton in early February.

Meanwhile, SCACA was kept uninformed of the CAP's progress in reaching decisions on the curriculum. Until last night,

continued on page eight

The Russians are Coming, The Russians are Coming; Tuesday Discussion Will Highlight Soviets' Visit

BY MIKE BOSHART

A delegation of three Soviet students will discuss "Youth in Contemporary Society..." with three seniors from Hamilton and Kirkland Tuesday, April 16, in the Alumni Gymnasium at 8 pm.

Hamilton will be the first stop on a tour that will take the Soviets to eight campuses in seven states, from New York to Colorado , before they return to the U.S.S.R. April 28.

The tour, the second of its kind, begins at Hamilton as the first one did in 1972. Hamilton is the only college to receive a return visit from the Russian team. Their first visit attracted national publicity and a standing room only crowd to the Alumni Gymnasium.

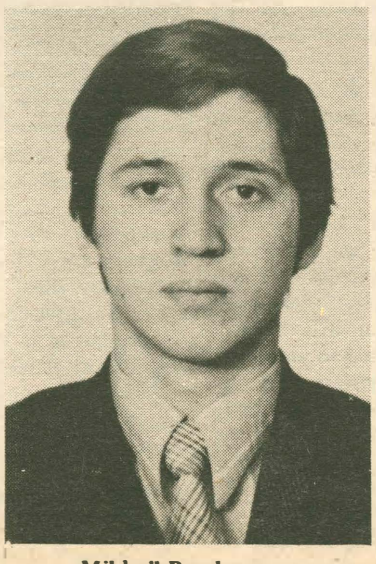
Speaking for the Soviets will be:

Leonid Aslanov, 35, a member of the Chemistry faculty at the University of Moscow for 11 years and a leader of the youth organization at the university.

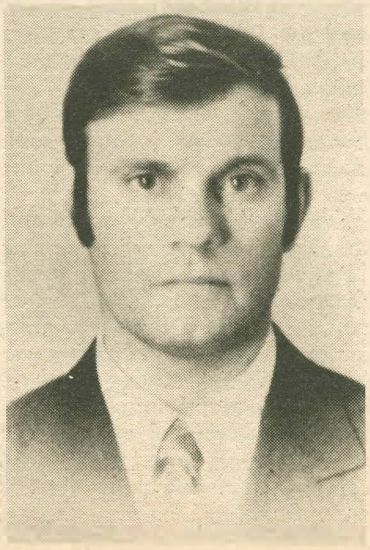
Mikhail Bogdanov, 22, a first-year graduate student in philology at the University of Leningrad.

Anatoly Busygin, 27, a student at the University of Moscow. He is in his final year of an undergraduate course in economics and is a former soldier and youth organization worker.

Leonid Aslanov



Mikhail Bogdanov



Anatoly Busygin

Hamilton Russian History Professor Michael Haltzel said that the Soviet students are usually chosen on the basis of their participation in Communist youth organizations

Representing Hamilton-Kirkland in the discussion will be:

Peter Fasolino, 21, a Hamilton senior from Mamaroneck, N.Y. He was a member of the Winter Study group that visited the Soviet Union in January, 1973.

Vera Hollander, 21, a Kirkland senior from Elmhurst, N.Y. She is majoring in Russian Studies and has been accepted as an American exchange student this summer at the University of Leningrad. She speaks Russian fluently.

Louis Levenson, 21, a Hamilton senior from Freeport, N.Y. Levenson visited the Soviet Union last summer for one month.

continued on page four

Grade Inflation

Students have complained for the past few years that the uncertain reputation of Hamilton College and the grades they have received here made it difficult to gain admission to the graduate schools they were supposedly qualified to attend.

The faculty have apparently responded with inflated grades. According to professors, grades have risen significantly when compared with the levels of five years ago, when graduate school admissions worries began to come to the fore.

Some faculty think, however, that the inflation will soon go too far, if it has not already. Although Associate Dean Robin Kinnel, in a report he released recently, noted no significant changes in the past three semesters, gone are the days when a student here qualified for Phi Beta Kappa with a "B" average.

A look at the reinstated dean's list reveals significantly more High Honors students than there were in Spring, 1971, when the list was last compiled. The Honors and Credit lists, which distinguished students with averages of 85+ and 80+ respectively, were not revived. Apparently, so many students would have qualified that inclusion no longer would have been a noteworthy accomplishment.

Success in applications to graduate schools has supposedly increased, according to pre-professional advisors. Hamilton has worked hard to convince graduate schools of the quality of its students and the quality of the educations it offers; the efforts of Dean Kurtz, and the pre-law, pre-med, and graduate study advisors should not be discounted. Nevertheless, the change in ffortune can be attributed, at least in part, to effective changes in grading policy.

But now that eighty per cent of Hamilton's grades are in the "A" and "B" range, it appears that inflation truly has reached its ceiling. Although rollbacks would be equally inadvisable, any further grade escalation would put a stop to the encouraging news from graduate schools.

Students used to complain that rigorous scholarship was not appropriately recognized. Hamilton should avoid now the possibility of granting high grades which no longer reflect a similarly high standard of achievement.

Soviet Visit

Hamilton and Kirkland will welcome next week a delegation of three Soviet students who will participate in a panel discussion with Hill students, sit in on various classes, and attend a social gathering at a fraternity. The return visit of Soviets affords members of the college community a privileged opportunity to meet personally with representatives of the nation whose policies so greatly affect the affairs of our own country. People here can be proud that of the thirty-five colleges included in the Soviets' present tour, Hamilton and Kirkland are the only colleges that will be receiving a return visit.

THE SPECTATOR

VOLUME 4 NUMBER TWENTY-THREE

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The Publications Board publishes The Spectator, a newspaper edited by students, 26 times during the academic year. Subscriptions: $7.00 per year. Address: Box 83, Hamilton College, Clinton, New York, 13323. Letters to the editor must be signed, but names will be withheld upon request.

From the Sanctuary

H.E.O.P. Stereotyped

BY LEROY PORTER

Let's put under consideration the task of reconstructing an already perfiduous body of ideas that constitute how this community goes about meeting the needs of minority students.

What we have here at Hamilton and Kirkland is an inability to relinquish old, paleozoic modes of categorizing people, and a benign respect for the stereotype. Right in the midst of higher education we make a mockery of what it is to think. People around here do not think, they feel. When the term minority student issued, people feel that it means Black or Puerto Rican and or undoubtibly part of H.E.O.P. saga whose legendd of remedial reform only shows again how resurgent our feelings can be.

It is very perplexing to try and understand how so many folk think of H.E.O.P. as a remedial institution. To a certain extent Black and Puerto Rican students exist on the periphery of the colleges, if only in the way many people feel about being here. It is in a lot of people's minds that H.E.O.P. is remedial and should be on the periphery and at the same time H.E.O.P. is used as the rationale for having a periphery.

Why, in a community where everyone is supposed to be combatting ignorance, do we have an attitude about someone learning something he hasn't learned before and why is that same attitude different when it comes to taking an anthropology course as opposed to a communication's course taught by Miss Noble, hired by H.E.O.P.

What it comes down to is that there is an attitude about the people taking these courses. It seems students who come to the college under H.E.O.P. have a 3/5 rating because they are able to take communications 101 and get credit, because they may have a 500 or less verbal score on the SAT, and because in some cases Black and Puerto Rican students are thought of as dumb. Any attitude that says, "a student is worth less," can not go on uncontested but for so long before it starts having an effect. Professors change their opinions of H.E.O.P. students once they know their classification, which in turn affects the student's grade, and maybe his attitude about learning.

Take a look at the possibility of restructuring H.E.O.P.. Maybe it will better benefit minority H.E.O.P. students if the institution of H.E.O.P. was academically detached from the college and reinstituted solely as a resource for allowing H.E.O.P. students to really acquire some of the massive presupposed learning that higher education supposedly requires. The detachment would be a function of not giving credit for courses brought to the hill by H.E.O.P. Baldridgge Reading, a writing course, a college algebra course, even classes in chemistry and physics could be taught before H.E.O.P students enroll in credit courses, or along with on-going credit courses. These courses are still going to be called remedial (and that just proves how much credit is really an issue), but neither Hamilton nor Kirkland can condescend just because they feel they are giving up something.

For the H.E.O.P. student the point becomes whether or not you are sensitive to the squalor around you. There is no reason to believe that either institution is going to up and stop feeling that H.E.O.P. dilutes the integrity of the colleges.

Comment

On a Dead Issue (?)

BY SUSAN FRIEDELSON

Let others wallow in McDermid. Bill Rosenfeld and colleagues are tired of it all and want to get on with the business of running Kirkland College. At this point they seem to be perfectly capable of, and indeed thrilled with the prospect of running it all by themselves, without the sometimes embarassing and always time-consuming input of student opinion.

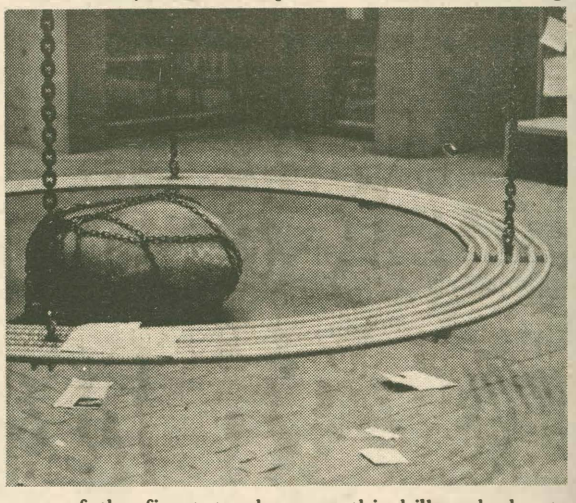
When students lost the battle over Mr. McDermid, we took a giant step toward losing the war. We were fighting not only to keep him, but to get this college moving back in the right direction—toward fulfilling some of the ideals that we had come here to find. To many giving up on this issue has been synonomous with giving up on Kirkland. The majority of us do not take active, forceful positions on college issues, perhaps because we know that the result will probably be another committee, and we already have plenty. When we finally felt so strongly that it's impossible to keep quiet, and are so thoroughly over-ridden, the sense of helplessness is reinforced, the continued apathy ensured.

When Mr. McDermid was finally, irrevocably pronounced *out*, I was asked if I had expected any other outcome. Yes, I had. Maybe not at Sarah Lawrence, maybe not at Skidmore, but yes, of course at Kirkland. This institution exists for the students; this college is innovative, student-oriented, and is founded on a firm respect for the intelligence and maturity of its students. Whether the realization that all is not what it seems has been slipping gradually into my consciousness, or whether it hit all at once, I sure as hell don't believe any of it anymore.

The Kirkland Appeals Committee was quoted in the April 5th issue of The Spectator (p. 5, column 2) as saying that "... authority to judge teaching competence is vested in faculty colleagues." Obviously, this is the way it works, but is it the way it should work? Who is better qualified to judge the teaching competence of faculty members than the students who take their classes? To tell students that if we were to judge faculty members, the process would turn into a full-time popularity contest, is not only insulting, it is untrue. Students are no more or less vicious, vengeful, or simple-minded than faculty members, in fact, we often hold a more objective, accurate viewpoint of teaching ability. We don't attend cocktail parties with our professors; we know them primarily on the basis of their classes. Faculty members don't ever to my knowledge sit in on their colleagues' classes, so just how do they judge?

In Mr. McDermid's case, they seem to have arbitrarily strolled about the sculpture studio looking for work "of substantial quality." Do literature teachers read student papers piled outside their colleagues' doors to determine whether the teacher is any good or not? Is this college concerned with the ongoing process of education, or with the production of so many satisfactory end-products?

The reason the McDermid case is not a dead issue is not solely due to my personal bitterness at seeing



one of the finest teachers on this hill pushed out. While struggling to be heard, I realized for the first time the extent of student powerlessness at Kirkland. I saw open antagonism, disrespect, and distrust toward students on the part of faculty members, who seemed to draw together for their mutual protection against the external threat posed by students. If this is not the kind of atmosphere desired at Kirkland, there had better be some effective, honest lines of communication opened up, and fast, because a great deal of damage has been done.

The Spectator welcomes any comments or letters from its readers. All letters must be signed by the author, but names will be withheld in print upon request.

Letters to the Editor

Public Notice

To the Editor:

As a firm believer in the therapeutic effects of alcohol, I would like to comment on the miserable state of the drinking options on campus and suggest some alternatives.

This is a plea for reevaluation. In part nostalgic and in part disgusted, it is based on my observation that the romance of the drug sub-culture which was responsible for the sorry drinking conditions has worn off with the drug sub-culture's apotheosis into the pantheon of Americanisms. Now is the time for drinkers to reassert some control over their neglected institutions.

In six years the Pub has totally degenerated. From glass mugs to 10 ounce dixie ups, the Pub at 11:30 on Thursday night is like an abattoir at high noon. The Pub had sufficient seating when there were 800 Hamsters and 150 denizens of the Land. Now double that, cram them into the Edwardian Pub, and cross your fingers that there is no reenactment of the Cocoanut Grove disaster.

The Pub doesn't close now until 2:00 A.M., Oneida County's limit. So instead of moving the party to some other local establishment (Rock, Shoe, Restaurant, etc.) we spend three and a half sloppy hours screaming our idiocies over Roberta Flack's adenoidal wail.

To the Pub - Clean up your act.

To Pubbers - Give Scabby a break. Go to the Shoe.

V., '7?

Correction

To the Editor:

I feel that the title "Separate Housing" that was placed above my letter in last week's Spectator has unfairly represented the ideas I wish to convey. My letter did not pertain to separate housing, but the freedom one should have as an individual to do what is natural.

James Francis '77

A Reply

To the editor:

I am writing this letter in response to James Francis' letter in last week's Spectator as well as any other letter or article that may arise as a result of the most recent disruption in the "semi-conscious coexistence" which inevitably procreates itself year after year on the Hill regardless of the names and faces.

One must look at the Hill as a societal "fantasy" of sorts. After all, admissions for residency here are certainly selective enough to assume a higher intellectual level than the general populace of "America 1974." It would surely be a shame if so-called institutions of higher learning were willing to accept the methods and/or beliefs of the American society in its present state at face value.

Do not misunderstand my point of view, either. I am not advocating "integrated and equal" when it is forced by legislation. I am merely writing this letter in the hope that both black and white students will examine their own consciences from an intellectual point of view. Rationalization stemming from emotionalism, social patterns or even personal upbringing cannot be considered valid in an intellectually oriented atmosphere.

Hopefully college does more for an individual than increase his or her proficiency in a particular field. Hopefully it provides one with an opportunity to deal with old personal convictions on a higher level of intellectual and emotional maturity, or, more aptly put, to gain a greater insight into the Self in a relatively problem-free environment. To let this growing process stagnate or stop can result in the kind of fear, anger, misunderstanding, and racial tension that still exists in "America 1974."

We have some of the greatest potential on college campuses today (including these two) to change society rather than succumb to it if individuals are willing to think for themselves and formulate their own conclusions regardless of group or social pressure one way or the other.

Arnold Ahlert '74

A Seder Note

To the Editor:

This past Saturday evening, the Alumni House was the site of a Passover Seder. Throughout the preceding week, the vast majority of the Hamilton-Kirkland Jewish students were aware that Saturday night was the time when the annual Seder should have been held. Yet, almost all were willing to sit back and wait until an annnouncement would be posted on campus inviting them to the Seder which "someone else would inevitably organize." The old Kirkham apathy almost won out this time, however, as nothing had been arranged as of the day before Passover.

Fortunately, Joe Wachspress and Helen Kramer took the situation in tow, and made rapid preparations for the event. By word of mouth, news of the occassion spread, and at the time of the service, about thirty students were present. Suffice it to say that the Seder went extraordinarily well. All those present contributed to the festivity of the holiday, though we were ever mindful to add a somber note of prayer for our less fortunate Jewish brethren in the Soviet Union.

On a campus where the textbook is all-too-oftenthe student's Bible, I am proud to have been part of this expression of Jewishness. I congratulate and thank all those who partook in the Seder, and hope that similar activities will continue to manifest themselves on our campus as expressions of Jewish awareness.

Alan Levy '74

DKE's Dance

To the Editor:

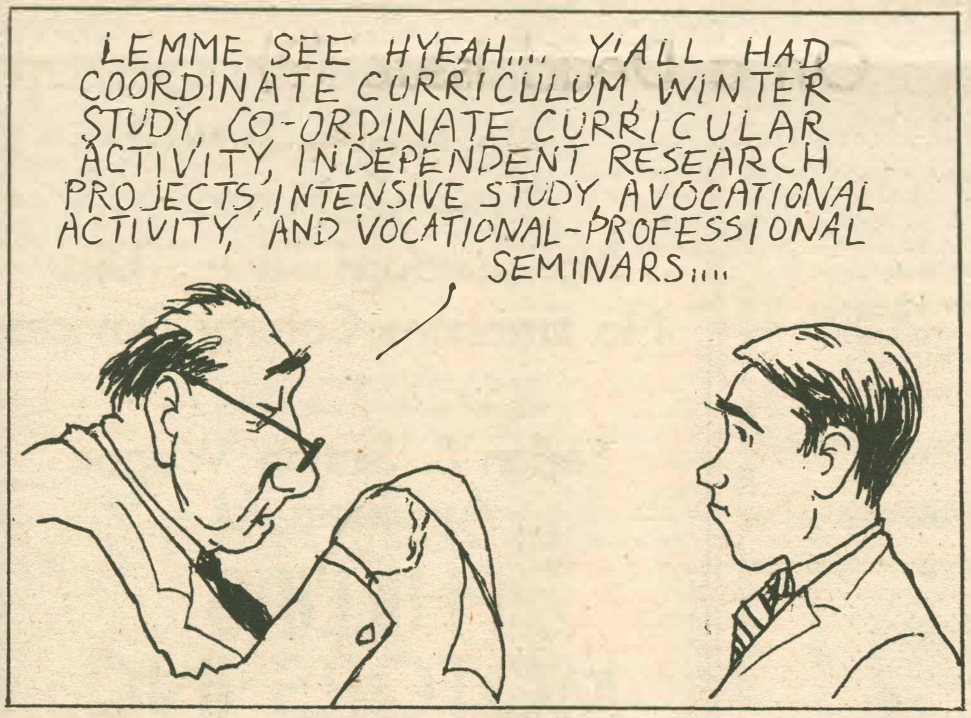
On behalf of the members of DKE, I would like to thank the entire Hamilton-Kirkland Community for their support in the fight against MD. As a result of our dance on March 9, we sent the Mohawk Valley Muscular Dystrophy Association a check for almost $600, and were the second largest contributors in the area.

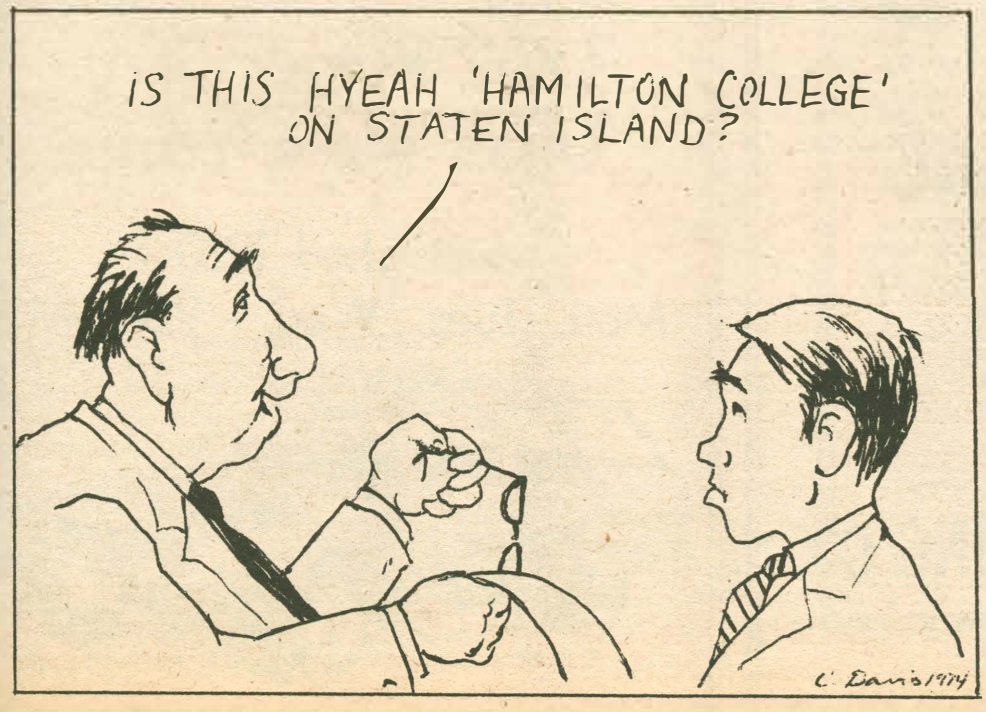
Mr. Thomas J. Carbone, the District Director, said in a letter of appreciation, "This money will remain in the Mohawk Valley Area to help provide the needed orthopedic appliances, clinic visits at Children's Hospital, and flu shots." Also, the money will be used to send patients in New York State to the Jerry Lewis Summer Camp at Bergame East in Marcy, N.Y.

I would like to give special thanks to Steak Nite, and all those who contributed for the great success; because we received such great campus support, I expect the MD dance may become a DKE institution.

Jonathan Berry

Davis' Corner


LEMME SEE HYEAH.... Y'ALL HAD COORDINATE CURRICULUM, WINTER STUDY, CO-ORDINATE CURRICULAR ACTIVITY, INDEPENDENT RESEARCH PROJECTS, INTENSIVE STUDY, AVOCATIONAL ACTIVITY, AND VOCATIONAL-PROFESSIONAL SEMINARS....



Comment

Advisor Selection System

Last year following the selection of Freshman Advisors, letters appeared in The Spectator condemning the selection process and levying slanderous remarks against those selected and those selecting. At that time I wished to reply in the form of a letter, but was dissuaded by the then present staff who said,"It happens every year. Let the disgruntled and the sour have their say. Don't answer and it will be forgotten."

This year's selection process has been over for a month. Since then I have heard many insulting and derogatory remarks concerning advisor bias in the form of preference given to friends, certain fraternaties and quotas. At first these remarks made me inwardly angry, but I would not dignify their crudity with an answer. However, a letter appeared in The Spectator last week, written by a person who does *not* indulge himself in sour grapes, whose attitudes are not dominated by bitterness, and who was a very strong candidate for the position of Freshman Advisor. His letter merits a reply, while the college could use a description of the selection process and the attitude of the selectors toward that process. I am not concerned with placating the sour, but I would hate to see potentially strong advisors hesitate to apply for the position because they doubt its fairness and veracity.

The second round interviews, those referred to by Mr. Evans, and those to which all the horror stories are attached, were scheduled at half-hour intervals. They began either with: 1) each advisor introducing himself or greeting the applicant if they were acquainted, or 2) the applicant pointing out strange faces with subsequent introductions, while changing greetings with those he knew. Several applicants later remarked that they appreciated the second method, because it gave them a chance, however slight, to shift the burden of question answering. Next, the head advisor, Craig Fallon, made informal, introductory remarks; among them the statement that X number of applicants were involved in the second round, while X number would be selected—facts which each applicant knew. Frequently, informal discussion took place between advisors and applicants.

The questioning began, uniformly, with the applicant asked to describe the job as he viewed it. Often this question was phrased in terms of how the applicant would outline his role to his advisees. For the rest of the half-hour, questions were asked with the intention of ascertaining the applicant's self-conception, college conception (both Kirkland and Hamilton), judgement, sensitivity, responsibility and perceptivity. About half of these questions were situational problems, each of which has been encountered and solved by either present or past advisors.

The applicant was given the opportunity to qualify or to reconstruct the questions as far as he desired and to take as long as he desired to answer them. Not a single situational question asked during the entire interviewing process was answered in thirty seconds. No right answers exist to these questions in terms of a specific pattern of answerable facts; right answers do exist in terms of the applicant displaying sound judgement, perceptivity and sensitivity in his proposed solutions. Allowances for the situational nature of the questions were presupposed by the advisors.

Frequently, follow-up questions were asked to gauge consistancy, to pursue clarity, or to give the applicant an opportunity to restate his answer or reevaluate the question. In addition, follow-up questions were employed in case the applicant's answer was misconstrued, or in case our question was misunderstood or unclear. At no time did situational questions induce a "guessing game"

John M. Newell is a Freshman Advisor. This Comment was co-signed by all the Fresman Advisors and Dean Bingham.

Child Care Center Growing; Hopes To Expand Services

BY BOB WEISSER

The Clinton Child Care Center has been operating in Major Dorm for seven months, and for most people involved, the project has been a success.

The Center, which had filled all but four of the seventy-two spaces open for children in September, has been forced to start a waiting list due to an increased demand for its services. As it is presently organized, the center accomodates 12 preschoolers per session, six sessions a week.

According to Anne Smallen, treasurer of the center, the project runs mostly on the money that the parents of the children pay for the services. The Center charges $2.25 for each child per session. This brings in a total of about $6,400, supplemented by funds from Kirkland College and other organizations.

The center is staffed by a program director who is assisted by several volunteers including faculty, faculty wives, students and parents.

Smallen stressed that much of the material for the center has been donated, and that Kirkland has provided a faculty apartment in Major Dorm to house the project. However, this space is not large enough for the demands that have been made on the center.

Betsy Gescheider, chairman of the center, said that they would like a larger facility, preferably in Clinton, but lack of money restricts their alternatives. "We hope to get some money from the government or some foundation to expand the project," she said, "but funds for day-care centers are very rare."

Fiscal considerations limited the center's original plans to operate all day, five days a week, instead of their present five mornings and one afternoon. They hope to expand their services next year, adding another full time professional and another afternoon time period.

Gescheider noted that the center, besides offering a "rich environment" for the children, gives college students an excellent opportunity to work for senior projects. Program director, Phyllis Larrabee, has given a great deal of responsibility to the two Kirkland students presently working in the center for their senior projects.

The students have conducted a seminar on infant curriculum, and are planning another workshop. These are very important for the operation of the center, since its main thrust has been towards children in the 1-3 year old range.

Gescheider said the center's curriculum "can not be given a specific name." She said, "the program is not weighted towards learning specifics, but towards learning by doing things that will make them ready for school."

The center has encountered a lack of volunteers when the college students are on vacation and has suffered a turnover in the volunteer staff. Gescheider said that the children were very disappointed when "the friends that they had made during first semester did not return after the vacation." It is expected that this lack of continuity, although not a major problem, will be solved when the center gets more permanent workers.

The children seem to be enjoying the program, according to Sandre DeMyer-Gapin, assistant professor of psychology at Kirkland. They go around campus, in and out of buildings, and have a full schedule of activities in the center, including group activities, free play, and a music period.

As a pilot project, the center has demonstrated the usefulness of such centers, according to the directors, and has filled a need in both the college and town communities as a pre-school place for 1-3 year-olds.

Debate Club To Host Soviet Students On Hill

continued from page one

The Hamilton-Kirkland representatives have been coached by Haltzel, David Young, Hamilton Russian language professor, and Jeffrey Ross, Kirkland government instructor and Soviet specialist.

The Hamilton debate club, headed by John Helander '75, will host the Soviet visitors. They will be spending all day April 16 on the Hill and may speak in one or two classes. The Soviets will be entertained in the evening at a campus fraternity house.

The topic of the 8:00 discussion is formally titled "Youth in Contemporary Society: How can they best participate in the state, in the socio-economic development of their country and in the development of international relations."

The program will consist of several prepared speeches, rebuttals, discussion and questions from the audience.

The discussion of two years ago was a "vigorous, frank discussion" said Haltzel. He added that this year's should be "interesting" and he is confident that the Hamilton-Kirkland team will do well.

As in 1972, this tour is sponsored by the Speech Communication Association (SCA), working in conjunction with Student Council of the U.S.S.R.

Charles L. Todd, professor of speech, is coordinating the visit with the SCA. Professor Warren Wright, also of the speech department, will moderate the discussion.

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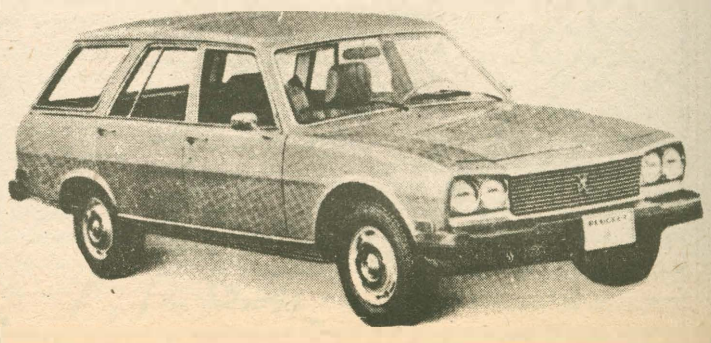

ABC House Seeks Money In Fund Drive

continued form page eight

In 1964, independently of AVC-ISTS, Dartmouth College began a special summer academic program to prepare impoverished and minority students for preparatory school. In succeeding summers, this program was extended to several other campuses and in two years, there was a waiting list of more qualified candidates than the private schools could accommodate.

The National Public School ABC Program was then established and in 1966, the first public school program opened in Hanover, Massachusetts. In 1972, ABC-ISTS formally merged with the National Public School ABC Program to create A Better Chance, Inc., which places students in both public and private schools.

There are now 29 ABC programs in the United States, serving approximately 320 students.

Thomas M. Mikula, the National Director of the ABC Public School Programs, who visited Clinton Wednesday, said that ten more ABC programs were expected to open in September.

According to Mikula, communities to host ABC are chosen on the basis of the quality of their school system, and their ability and willingness to do the necessary work and raise the money. Suburban and college towns are preferred.

In order for an ABC house to be established in a community, the school board must agree to waive tuition for the ABC students and the zoning board often must change regulations to house the students in town.

ABC recruits students with the aid of a corps of volunteers comprised of teachers, guidance counselors, social workers, businessmen, and citizens. Through the guidance offices in city schools, students are recommended to the national ABC office in Boston for placement in ABC member schools.

The program seeks students who show signs of initiative and the potential to succeed if encouraged. Roth said that ABC does not look for those who would be successful without the help of ABC, but "those right beneath the very top who have demonstrated the ability to work well."

Mikula said that ABC students have little difficulty adjusting to the social environment in their high schools. "There are very few problems," he said. "They are involved in the school and in the community. The problem is with adults. We don't have social problems on the high school level."

Mikula also said that ABC often benefits the community which sponsors it. "It makes people face up to their feelings about people who are different than them," he said. "It gets people to ask themselves questions about how they feel and their responsibility, to ask, 'Should I pay for a kid from New York City?' They learn to deal with the fact that this country is larger than Clinton."

Since its foundation, the Clinton ABC has lost two students; one was expelled and one chose not to return, both for nonacademic reasons.

A Better Chance originated in 1963 when 23 headmasters of leading New England preparatory schools founded A Better Chance — Independent Schools Talent Search (ABC-ISTS) to broaden the base of their student bodies by searching out deprived, but capable, students.

Math Department Offers New Courses For Fall

The Department of Mathematics has revised and altered its offerings for the coming academic year 1974-75.

A new course, Math 12, will be offered in the spring semester. The catalog description reads:

> *Excursions in Mathematics.* An introduction to mathematical thought and problam solving, with topics selected from number theory, geometry, elementary typology, probability and statistics, computer science, mathematical recreations.

The course is intended primarily for the non-mathematician who wishes to learn some exciting mathematics. It is not remedial, nor a "survey," nor will it "get you ready for the claculus." It will carry graduation credit like any other course but cannot be counted toward the major. Emphasis will be on the solving of problems, many of which have been chosen for their historic significance. There has been a long felt need for such an offering.

A new course, Math 28, will be offered to those equipped with at least a half-year of calculus experience:

> *Graph Theory and Combinatorics.* Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm, with applications to resource allocation; applications to mathematical models in other disciplines.

Fraph Theory is a branch of mathematics dealing with the study of structures made up by a collection of interconnected points. One purpose of the course will be to illustrate and illuminate some interesting applications of the subject to chemistry, physics, phychology, sociology, industrial process scheduling, etc.

Mathematics 21 will be offered during the fall semester only. Many of those who take 15, the "condensed" calculus course, discontinue their pursuit of mathematics at the end of the first semester. Those who wish to continue may do so by electing 17, 28, or even 12, then picking up 21-22 the following year.

An Important Change

An important change will take place in the Math 21-22 sequence. Mathematics 21 will be a course in differential equations and power series, which logically follows the material covered in the 13-14 sequence. Applications to areas outside pure mathematics will be included. Math 22 will be devoted to linear algebra and its applications.

The combination of changes outlined in the previous two paragraphs will allow greater flexibility in course choices, and will provide a smoother transition from calculus to higher mathematics for those who major in this department or in another science.

Two sections of mathematics 13-14, freshman calculus, were operated in 1973-74 under a self-paced system that appealed to many students. Again next year there will be two self-paced sections as well as three conventional sections.

This year some students were closed out of Math 17 (Computer Science) by course conflicts. To try to meet this problem the fall 17 is scheduled at an hour different from that of the spring 17. One way or the other you should be able to work it in. Enrollment in 17 in the past has been limited by the capacity of existing facilities. Upgraded facilities will problably permit the lifting of any limitation for the fall 17. Pre-registration should be made on that assumption.

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An Embryonic Curriculum

Faculty Expands 4-1-4 Concept

The two following curricular proposals have been drafted by the Committee on Academic Policy (CAP) and the subcommittee on Academic Planning of the Student Curriculum Committee, respectively. Minor deletions have been made from the CAP document.

The pages which follow should be understood as a "working paper" dealing with the improvement of the curriculum and the calendar. They do not constitute a resolution, nor do they represent a completed decision on the part of the committee. Rather, they should be seen as an expression of a direction in which our discussion - after many interviews and much research and study - is now headed.

These suggestions clearly represent an evolution far beyond the present WSP and 4-1-4 program. Yet, as an evolute, the program described contains various features which are not unfamiliar. But also, as an evolute, it contains features which are quite unfamiliar. This latter fact prompts us to describe the program twice: firstly, in largely essay form, with lists of suggestions; secondly, in outline and schematic form, to point out more specifically the ways in which the evolute is similar to what we presently have and the ways in which it is dissimilar. The second statement is a clarification and an amplification of the first, not an amendment to it.

R. T. Blackwood
for the Committee on Academic Policy

* * *

1. The academic year is to consist of two semesters of about 14 weeks duration. The first is to begin about Labor Day and end before Christmas; the second is to begin about February 1 and end about June 1. (Call the first "F" and the second "S".)

Between the semesters lies the month of January ("W"), and this will be as flexible a period as possible. The month may be used for academic work, internships, avocational pursuits, special seminars, off-campus study projects (both domestic and foreign), or vacation.

Not all of these enterprises need receive academic credit, but some of them surely would. To permit recognition of "non-credit" activity in January (W) – and of participation during F and S in such extra-curricular activities as publications

"January...will be as flexible a period as possible"

work, athletics, drama, religious activities, work with social agencies, "free school" courses, etc.-the transcript will be revised to include the rubric "Co-curricular Activities." The Dean of the College, working closely with a "January Committee" subjacent to the CAP, will determine which January activities are to receive academic credit and which are to be noted on the transcript as co-curricular activities.

To graduate from Hamilton College a student must receive credit for 35 courses, as many as 4 of which may be taken in January (W). All courses for which academic credit is given are to be graded according to the established grading system - however, a student may request as many as four courses to be graded "Pass/Fail" as per the present arrangement.

2. The flexibility provided in such a schedule presents an exciting challenge to the faculty. More imaginative minds may suggest more imaginative proposals. At the present the committee suggests consideration of the following:

a) W-courses similar to those now offered as Winter Study. A faculty member who desires to offer this type of January activity should be expected to prepare no more than 2 and to offer them alternately. He must, furthermore, be assured that his teaching load would be either 2-1-3 or 3-1-2.

b) Courses that count as a full semester course during the fall semester and culminate in 3½ weeks of work during January (FW). The credit, to both student and teacher, should be 2 courses. It should be noted that large courses which are taught by a single instructor probably could not be fitted into this category very easily.

c) Courses that begin with 3½ weeks of intensive work in January and then continue throughout the spring semester (WS). Credit: 2 courses to both student and instructor.

d) Internships in law, medicine, education, etc. These shall not receive academic credit but shall be appropriately noted on the transcript.

e) Independent research projects (W). A student would receive credit for 1 course, but the faculty member (at Hamilton) who supervises such a project would not receive credit.

f) "Intensive studies." Intensive work in January to be preceded by preparatory work during the fall semester (fW). Conceivably the process could be reversed, with intensive work in January to be followed by more leisurely activity during the spring semester (Ws).

g) Avocational activity: automobile mechanics, life-saving techniques, upholstery, cooking, fly-tying, etc. Any of these might be noted on the transcript as a "co-curricular activity," but none should receive academic credit. See no. 1 above.

h) Vocational-professional seminars designed to aid students develop their vocational plans.

* * *

The following comments attempt to put in outline and schematic form the program described above.

1. The calendar shall consist of:

A. fall semester of about 14 weeks (F).

A spring semester of about 14 weeks (S).

A winter term of 3½ weeks (W).

2. A student will be required to complete 35 courses (or their equivalent - e.g., A.P. credit) for graduation.

3. Courses may be of the following types:

Regular fall courses (F). As at present.

Regular spring courses (S). As at present.

FW courses. Double courses which begin in the fall and conclude with an intensive winter session. (2 credits)

F/W courses. Fall courses with an optional intensive "trailer session." (1 or 2 credits.)

WS courses. Double courses that begin with an intensive session, followed by a regular spring semester. (2 credits)

fW courses. Intensive winter courses

continued on page eight

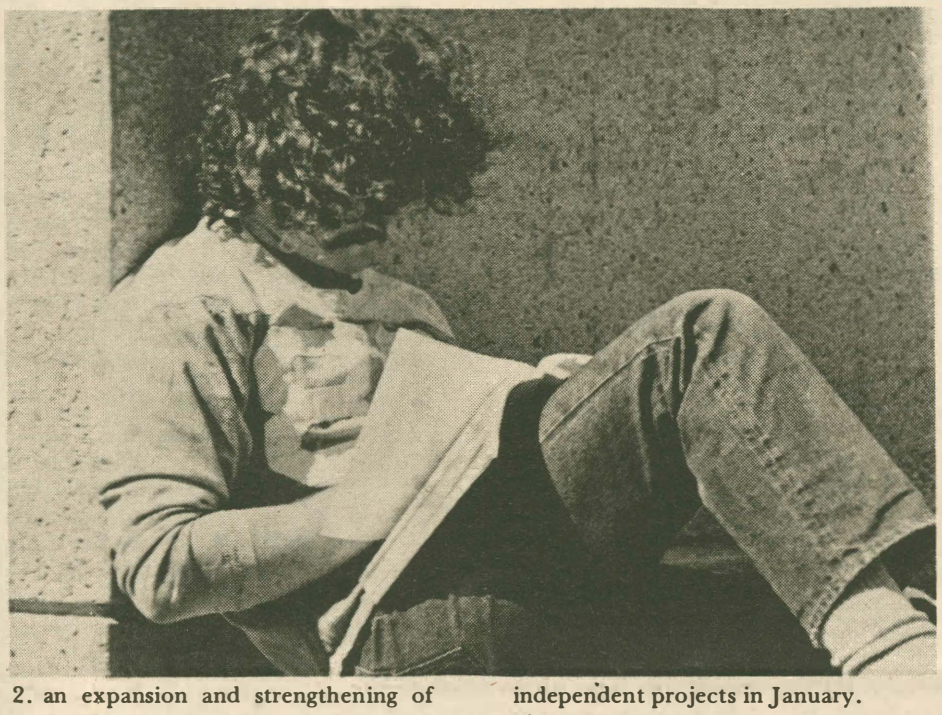
Student Ideas Enrich 4-1-4

In light of recent discussions on the curriculum and calender of Hamilton College, the Student Curriculum Committee would like to suggest ways of strengthening the present 4-1-4 system.

We believe that the focus of any revisions should be on the entire curriculum, rather than upon cosmetic changes in the calendar. Above all, the College must aim to strengthen its dedication to the concept of a liberal arts education.

The following changes in the present curriculum would present this challenge to the Hamilton community:

1. a lengthening of Hamilton's calendar to include two 13 week semesters and a month long January program
2. an expansion and strengthening of the January term to include double credit courses extending into either of the regular semesters
3. an increase in the number of pass-fail options available to the student from four to eight. January projects would be regular catalog courses, and would be subject to the accepted grading system
4. an emphasis on the responsibility of all departments to offer sound introductory courses for non-majors as well as majors
5. a strengthening of the prerequisite system to minimize class size in upper level courses and eliminate syllabus overlap
6. an increased emphasis on independent study throughout the year
7. a strengthening of the advising system through more frequent student-faculty meetings
8. a lengthening of the freshman orientation period to include two full days devoted to intensive advisor-freshman meetings
9. a section of the transcript to be devoted to extra-curricular activities and experiential courses



The Proposal:

A. Calendar:

We suggest two 13 week semesters. The first would end before Christmas and include an October break and a Thanksgiving recess. The second would begin February 4 and end in the middle of May. The Winter Study Period would be four weeks long.

B. Winter Study:

For the January term we suggest Mr. Lee's proposal be adopted with a modification of the evaluation system and other minor changes as outlined below.

1) Required for graduation: 36 courses. As manyas four of these may be Winter Study courses, but none has to be. AP credit, extra course work during the regular semesters, summer school work – all may count toward the graduation requirement.

2) Winter Study courses and independent study projects shall be granted credit equal to all other Hamilton courses and will be evaluated under the same grading system. The number of pass-fail options shall be increased to eight, no more than one of which can be exercised during any semester.

3) Ordinary student load: 4-1-4.

4) Teaching load: 2-1-3, 3-1-2, 3-0-3. Only instructors genuinely interested in teaching Winter Study courses should do so. Instructors who opt for 3-0-3 should be asked to devise means of reducing the size of their classes as the result of not offering Winter Study courses. It is expected furthermore, that all faculty members will supervise independent projects in January.

5) Implementation

a) A Winter Study Committee should be established with the Associate Dean as chairman and three additional members, one each from the Science, Humanities, and Social Science "divisions", who are not members of the CAP. The committee should have much the same relationship with the CAP as the present Committee on Asian Studies now enjoys. It would approve all catalog Winter Study courses and arrange for each department (or, at Kirkland, division) to approve all independent research projects involving its personnel. It would determine which Kirkland College and exchange college Winter Study projects would receive credit toward Hamilton's graduation requirements.

b) A student may take no more than three catalog Winter Study courses. If he wished to take a Winter Study course each year, one would have to be a supervised independent project.

c) Each year about 20-25 faculty members and about five visiting instructors would teach catalog Winter Study courses to about 715 students. No faculty member would be expected to prepare more than two Winter Study courses, which could be offered alternately. If numbers permitted, a faculty member might teach Winter Study in alternate years, or two out of three years. A faculty member who designed a course to begin in September and culminate in intensive work in January would receive credit for teaching two courses; a student taking such a course would likewise receive two credits.

d) We are adamant that internships which can be evaluated in terms of a grade should be encouraged and that instructors who supervise them should be given credit for teaching one course; students who participate would also receive credit for one course. Internships would be listed as catalog courses.

e) Instructors would be expected to supervise about five independent projects regardless of whether or not they were offering a catalog Winter Study project.

C. Introductory Courses:

By strengthening the prerequisite system each department should more clearly delineate between truly introductory courses intended to familiarize students with the subject matter and methodologies of the discipline and those upper level courses which presume background preparation. Introductory courses whould be small enough to facilitate frequent and spontaneous oral exchange as well as regular evaluation of students' written expression. Certainly requirements may be waived, and a student's progress in a subject should be the ultimate determiner of his entry into upper level courses. The curriculum in most departments would be, in a rather poor analogy, similar to a ladder with several options on each rung.

Small class units should be stressed for introductory courses. Seminars, especially in the social sciences and the humanities, should be the major format for upper level course offerings. We firmly believe that the goals of a liberal education can best be realized in an atmosphere which stresses the articulate exchange of ideas. To this end small classes must remain a major goal and in some departments should be accomplished even at the expense of more limited course offerings.

D. Independent Study:

Faculty members are encouraged to supervise independent study proposals throughout the school year. Truly introductory courses and a tightened prerequisite system will better prepare students for independent study. With this in mind, faculty should be encouraged to stimulate more independent work from students in regular semester courses as well as in specially designed independent study projects.

All departments should encourage Senior Projects (for academic credit) during all or part of the senior year.

E. Freshman Orientation:

We suggest the strengthening and expansion of the present Freshman Orientation Period with the addition of two days of intensive seminars on the concept of a liberal arts education. In these seminars, freshmen would participate in discussions with their advisors, upperclassmen, and other members of the faculty and administration in an attempt to investigate Hamilton as a liberal arts college; what it has to offer and how to best utilize it. In addition we stress the importance of frequent follow-up meetings between freshmen and their advisors.

F. Advising System:

Advising is an ongoing process of regular contact between the advisor and his advisee. We recommend that the present system be strengthened by increasing the extent of this contact.

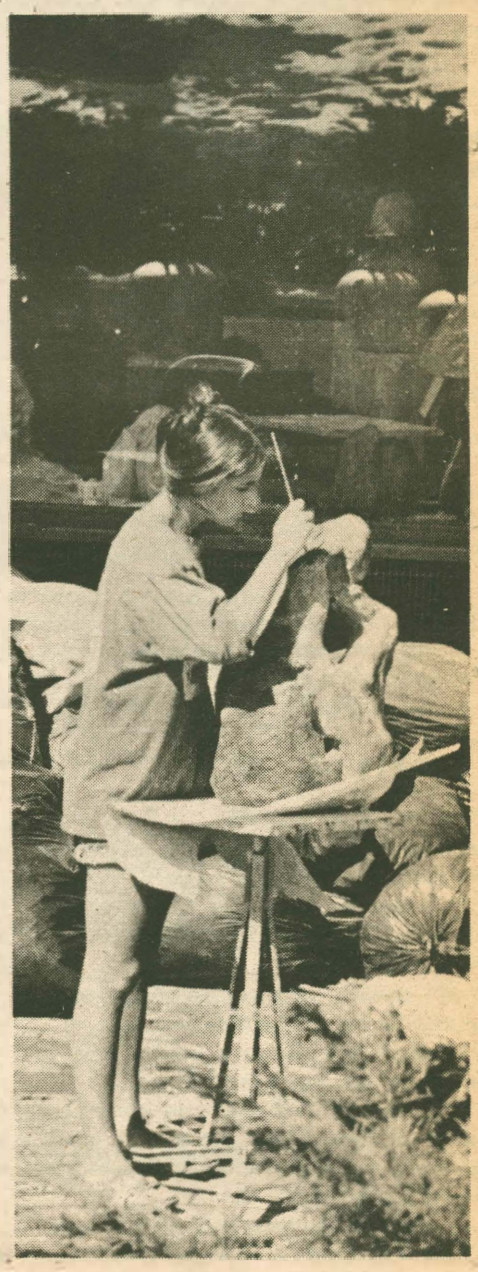
G. Co-curricular Activities:

There are many valuable activities that are vital to an education but do not merit academic credit. All non-academic activities (i.e. student government, community projects, etc.) that contribute to a student's education should be noted in a section of the transcript devoted to co-curricular activities.

While the faculty is directly responsible for helping a student to achieve his academic potential, it can make further contributions to his education. The faculty has an immense amount of talent in non-academic areas which students are

continued on page eight

"the College must aim to strengthen its dedication to the concept of a liberal arts education"



Fundraising At ABC

BY FELICE FREYER

The Clinton chapter of A Better Chance, Inc. (ABC) is beginning fund-raising activities both on the Hill and in Clinton. ABC is a national program which brings select underprivileged high school students into a community where they can receive a quality education and from where they can hopefully go on to college.

The Clinton ABC needs to raise $21,000 to support itself next year. Canvassing will take place on the Hill next Wednesday, April 17, between 7 and 8:30 pm. All canvassers will carry proper identification.

Previously financed by the national ABC, the 2-year-old Clinton chapter now must raise all its funds locally through clubs, churches, businesses and individuals.

ABC is also looking for two resident tutors to replace the current tutors, Kevin Lenihan '75 and Warren Wettlaufer '75, both students at Hamilton. Resident tutors work for one semester. They are not paid but are provided room and board at the ABC house on Campus Road.

Frederic H. Roth Jr., assistant professor of English at Hamilton and an ABC Board member, said, "The resident tutors are crucial to the effectiveness of the program." The tutors maintain discipline and morale, supervise the evening study halls, and provide the students with academic assistance.

"We are looking for tutors who seem to be in control of their own work," Roth said. "We want them as capable as possible."

Ideally, one tutor should be strong in verbal abilities and one in math and science, but this is not always possible. The Clinton ABC is all-male, and Hamilton, rather than Kirkland students are preferred as tutors because "a Hamilton student would have a broader base of areas of shared interest."

Ten students, from New York, Philadelphia, and Columbus, Ohio, live at the ABC house on the Hamilton campus and attend the Clinton Central School. At the high school, they are involved in varsity basketball, track, and hockey, and three are members of the Key Club, the school's service club.

Clinton's first ABC graduate will be Gary Dixon, now a senior at Clinton Central School, who has been accepted at John Carroll University and Cleveland University.

The Clinton ABC will institute two academic improvements for the fall semester: 1)the Baldridge reading program to improve reading skills and 2) more intensive preparation for college board exams, including weekly drills and practice tests to help the students "develop expertise in test-taking."

Discussing the progress of the ABC program here, Roth said, "We're concerned that students coming from this type of background have not acquired 'tenacity of purpose,'" he continued. "They often have a tendency to give up...It's fairly easy to become complacent. Once you're over the first hurdle of being accepted into the program, accepted in the community, feeling at ease in the community, there's the problem of maintaining a high degree of initiative."

Another difficulty Roth cited was the "boarding house atmosphere" of the ABC house. He said that students are accustomed to receiving reinforcement from their families, and the resident directors and tutors at ABC cannot fulfill this role.

In order to provide students with a "surrogate home atmosphere," each student is given a host family whom he visits on weekends to participate in normal family activities. Roth said ABC tries to match the host family with the student, but it often can be no more than "a hit-or-miss proposition."

Roth also expressed concern about the problems students encounter when making the transition from the "rigid atmosphere" of the ABC house, where study is enforced, to the freedom of college life, where study must be self-initiated. He said ABC hopes to be able to prepare its students for the first year of college. The Clinton program was the first ABC program in New York State. The first class of eight students arrived in September, 1972, after the Town Board of Education agreed to waive tuition charges for ABC students and Hamilton offered to rent the former residence of Dean Winton Tolles.

According to Roth, there was "a great deal of ugly hostility" expressed by the townspeople when ABC was first proposed, and a petition was signed to prevent its establishment. The Clinton Zoning Board rejected a proposed zoning change which would allow for an ABC house on Utica Street.

continued on page five

News Analysis: SCACA's Role In Policy-making

BY DOUGLAS GLUCROFT

Academic coordination between Hamilton and Kirkland appears to be alive and kicking considering today's joint meeting between SCACA and CAP, the committees directly responsible for the academic direction the colleges will take.

One catch: it was not only SCACA that was doing the coordinating.

The working paper presented at today's meeting by CAP undoubtedly is the product of months of assiduous labor on the part of the committee's members. Not so apparent, however, is the considerable role the Kirkland administration had in formulating the CAP's product.

Although SCACA has presented proposals to CAP, observers of the Kirkland committee believe it was the President and the Academic Dean that conveyed the college's curricular policy to Hamilton

Under Kirkland's governing structure, SCACA, as the standing committee of the Assembly, the highest deliberative body, is charged with coordination of curricular affairs with Hamilton.

Two possible conclusions can be drawn when examining SCACA's role in the recent moves towards a new calendar and curriculum at the colleges:

1) The committee itself failed to effectively excercise its constitutional responsibility in curricular affairs.

2) High Kirkland officials were drawn into the policy-making decisions by Hamilton, and they in turn failed to include SCACA in their decisions.

In any case, the student-faculty committee system appears to have broken down in this situation.

The CAP at Hamilton has demonstrated a great deal of autonomy in producing its working paper (as well as in other matters) even though it has received advice from students and, presumably, the administration. SCACA, operating within a system of community governance, appears to have not been given the same sort of policy-making opportunity.

SCACA is composed of 12 members. Six are students and six are faculty members.

Working Paper Discussed

continued form page one

SCACA was unaware of the substance of discussions between the Kirkland administration and officials at Hamilton, it has been reported.

In the beginning of March, Acting Dean Marcy informed SCACA that they had to draft a proposal by April 15. In view of the short time period available to it, SCACA opted to work with CAP.

SCACA then presented to CAP an outline of Winter Study features it wanted to retain in the new curriculum and calendar. The guidelines are reportedly similar in nature to the ideas presented to Hamilton by Babbitt and Marcy earlier in the semester. Subsequently, CAP and SCACA agreed to arrange a joint meeting.

Chairman Blackwood plans to 'share the results of our thinking' with the Hamilton faculty at a meeting in May. Although deliberations of the CAP have not yet proceeded 'to the point where it's about to make a recommendation', Blackwood did concede that 'a kind of creature is emerging' which should prove 'very, very exciting and attractive to both students and faculty, that both could be proud of.'

From CAP...

continued from page six

preceded by several sessions to prepare for the intensive program in January.

Ws courses. Intensive winter courses succeeded by several follow-up sessions in the spring semester.

W courses. Self-contained, intensive courses during the January term.

Independent research undertaken in any of the sequences listed above.

4. Students shall elect no more than one W course per year, for each W course is meant to occupy full academic time during January.

5. In April students shall register for all F, FW, F/W, and fW courses. In November students shall register for W, S, WS, and Ws courses. (Overseas W courses may require an earlier registration.)

6. It should be noted that at least one, but perhaps more, winter periods may be "open." Indeed, it is conceivable that a student could so organize his courses that he could be absent from the college every January.

During such open winter term(s) a student could:

take a vacation.

elect a co-curricular activity on campus or take an internship off campus. These would not be for academic credit but would be noted on the transcript.

over-elect.

7. All courses will be graded in the usual way (A,B,C,D,F,I) but a student may exercise a pass-fail option four times in his college career.

8. All courses offered for credit will be considered a part of the regular departmental offerings. Therefore, all credit courses will be approved by the faculty in the usual way and will be listed in the regular catalogue.

9. Students will be allowed to take as many as five courses any semester without the payment of an extra fee.

10. Co-curricular courses, such as auto-mechanics, upholstery, etc., are to be encouraged by the college as supplementary, non-credit offerings. Students not otherwise engaged in academic W courses should be encouraged to take full advantage of them. Internships are also to be encouraged to continue on a co-curricular basis.

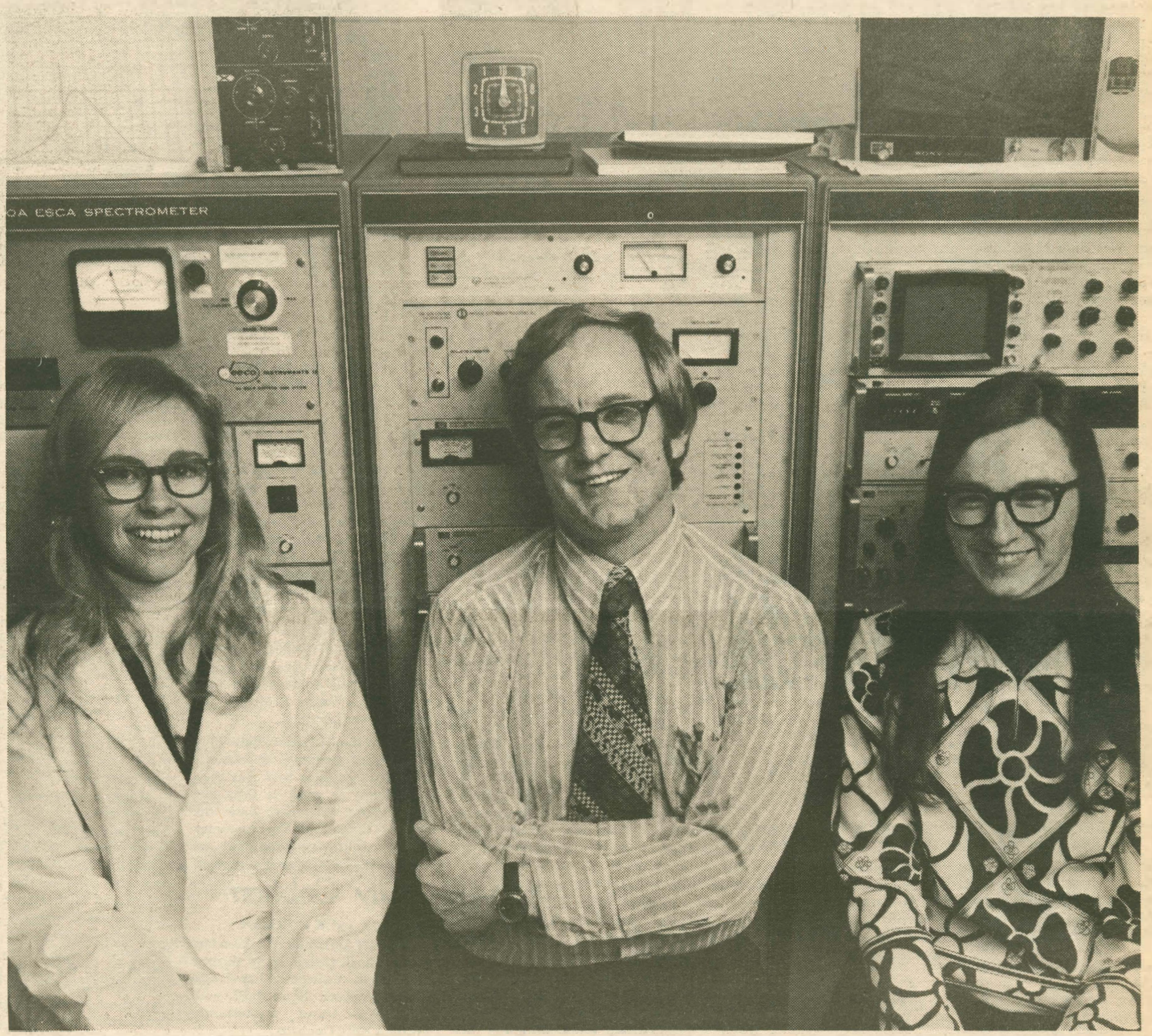
Curriculum Committee

continued from page seven

not exploiting. It is expected that faculty members would offer non-credit co-curricular activities throughout the year to assist students in attaining a well-rounded education. The extent of a faculty member's participation in these non-academic activities would be considered when he is evaluated.

Respectfully submitted,
Robert Evans '75, Chairman
Subcommittee on Academic Planning
Student Curriculum Committee

When we hired these researchers, we invited them to raise more questions than they answered.



Making your mark in business used to mean carving a comfortable niche for yourself and staying there. Promotion was simply a matter of time, provided you could spend 20 years in the process. But, today, business depends on technology. Technology that can't wait a moment if it's going to keep pace with what's happening.

That's why, at Kodak, our basic reliance on scientific research makes the need for creative young minds more demanding than ever. We must have people with drive and ambition, impatient to put what they've learned into practice. People who get all the freedom and responsibility they can handle, and tackle our problems with their ideas.

Which, we're happy to say, has helped many of our scientists yield important discoveries. For example:

The woman on the left has devised new and improved photographic materials for specialized scientific applications in fields such as astronomy and holography. The young man is an expert on surface analysis. His work in photoelectron spectroscopy helps to identify unknown substances. The woman on the right has a dual background in gas chromatography and trace metal analysis, which she's applied to analyzing pollution in rivers and streams.

They came up with new problems while solving some of our old ones. But they've uncovered some promising answers, too. As they continue their research, you may read about them again. The oldest is just over 30.

Why do we give young men and women so much room to test their ideas? Because good ideas often lead to better products. Which are good for business. And we're in business to make a profit. But in furthering our own business interests, we also further society's interests. Which makes good sense.

After all, our business depends on society. So we care what happens to it.

Kodak

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More than a business.

the arts page

Spring Concert Preview

Mother Earth

BY PAUL WEICHSELBAUM

Mother Earth, featuring Tracy Nelson, will be appearing in the Hamilton College Gym, Friday, April 19, at 8 PM. Mother Earth is one of the few groups coming out of San Francisco of the late sixties to grow into a mature, direct, and honest band.

There is a strong sense of connection with traditional American music forms, and one finds a kind of earthiness in Tracy Nelson's vocals and in the band's unpretentious playing.

There is no doubt that Tracy is the focus for Mother Earth, as well as the decision-maker. She has consistently tried to forge a synthesis of country, rhythm 'n blues, and rock styles; this synthesis rests, in great degree, on the choice of much good material, including songs by Memphis Slim, Boz Scaggs, Eric Kaz, Bobby Charles, Jack Lee, and Tracy herself.

Tracy's power is subtle; her voice is strong, without the rasping of a Joplin or the pure clarity of a Baez, but with a beautiful sense of phrasing and the ability to embody the full meaning of a lyric without distorting it, or turning it into a vehicle for her own ego.

All in all, Mother Earth should present an excellent concert. While the group has often exchanged personnel, guitarist Toad Andrews is a permanent fixture along with Tracy, and he is good (be prepared to see him play some guitar with his teeth).

Tracy has always been able to surround herself with musicians who do not try to upstage her, and yet do not play like hired dummies; there is always powerful, subtle interaction among the band members, driving the music and supporting Tracy. It is a soulful combination.

Happy & Artie

BY MEG TAVISH

I put myself in a tenuous position by writing this 'preview' of Happy and Artie Traum. On one hand I can lavishly praise the two brothers, hoping to influence the many people who are not familiar with their music; or I can be as honest as possible in assessing their musical and performing abilities. I've never particularly enjoyed politics, so I'll write about what I know.

For anyone interested in folk and folk-rooted music, their names are almost impossible to avoid. They have three albums out; the first two are on Capitol.

I have yet to hear 'Mud Acres,' their third which is on Rounder Records, but if the progressing quality of the first two albums are indicative of the quality on the third—it is probably very good (and though I might be pushing it) to excellent. In addition to their own work they've backed up Chris Smither, Allen Ginsberg, Jean Ritchie and Bob Dylan.

The two are more than competent musicians. Happy, being the teacher of the two, has written nine books on guitar (one in collaboration with Artie). He contributes to 'Guitar Player' magazine and started Homespun Tapes, a highly rated set-up out of Woodstock that provides folk instrument instruction tapes along with the only fairly readable tablature around. Artie's friends say that he is exclusively the artist but is fond of children, dogs, and that he has been known to say "John Denver may like an ice cold glass of water but I still like my Rheingold after a hard set."

I have only seen Happy and Artie perform once. They were doing the music for the Long Wharf Theater's production of "Spoon River Anthology." I was a blushing fourteen year old at the time and had no idea who they were until a Traum freak told me several years later.

When they perform here they should be bringing a sizeable back-up. I've been told that their recordings, as good as they are, don't come anywhere near the two of them live. The Spectator review following the concert should be of considerable interest.

Billy Cobham

Billy Cobham

BY JACK CURRAN

Billy Cobham, drummer extraordinaire, will play in the Hamilton College Chapel on Saturday, April 20, at 8:30, with his new band, mysteriously entitled Billy Cobham.

Cobham is one of the most impressive drummers in the business today, and is probably most well known for the drumming he did with John McLaughlin and The Mahavishnu Orchestra. But more impressive than his credits is the incredible list of top New York jazz and jazz-rock musicians Cobham has playing in his band.

The Band

Randy Brecker plays one of the most powerful jazz-rock trumpets you will ever hear and his brother Mike threatens to blow up a storm on tenor.

He blew so hard at his last engagement that he ruptured an air pipe in his throat. Both Randy and Mike have played with Cobham before in a group called Dreams, and with Horace Silver. Randy has also done work with Clark Terry and Larry Coryell and played on the first Blood, Sweat, and Tears album.

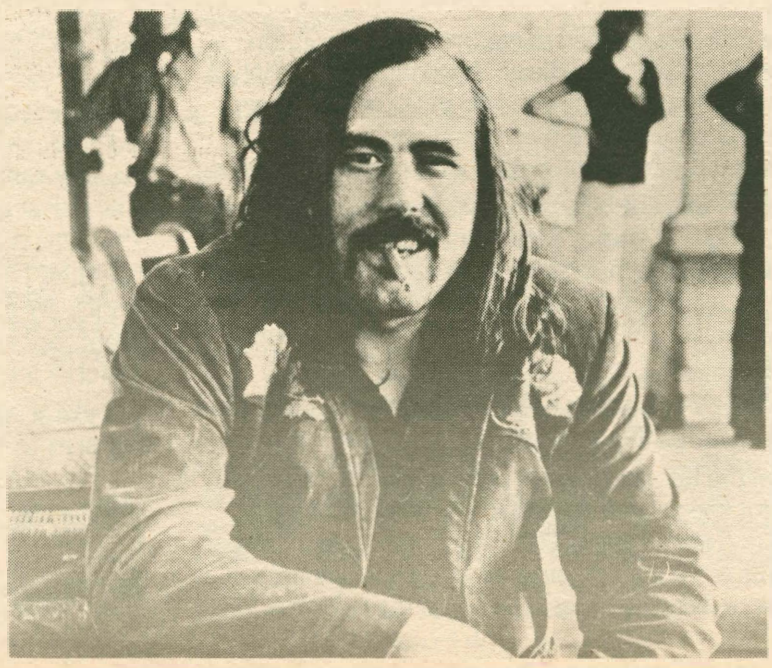
Garnett Brown, who has played around a lot on the New York jazz circuit, will be blowing trombone with Cobham. Primarily, he's a strict and hard core jazz man to the bone, and has played with Herbie Hancock and Norman Conners.

Milcho Leviev is the pianist for the group. He is Hungarian-born, and came to the States only three years ago, so he is still itching to play those *weird* Hungarian time signatures. The group uses a lot of "irregular" rhythms in its tunes. Leviev has also worked with Lee Pastore in the Don Ellis big band. Lee will be playing congas with Cobham.

John Abercrombie, who has played with Gato Barbieri will be playing guitar. John Williams, of Horace Silver and Cannonball Adderly fame, will be playing bass.

The amazing thing is, all these musicians have played with each other before at one time or another. They are not just a bunch of second- rate studio musicians who threw together a 13/4 band. They are top N.Y. jazz and jazz-rock artists guaranteed to be tight, thoroughly imaginative, and purely entertaining: sheer hot stuff.

Free with Social Tax, $.50 for dates, $3.00 general admission. Only 500 tickets are available. Tickets will be on sale April 16, 17, and 18 at Bristol and McEwen.



Commander Cody cancels; claims he can't come.

SAC Raises Social Tax; Entertainment is Expensive

BY RICHARD KOFFS

The members of the Student Activities Committee have decided to raise the Social Tax for 1974- 75 from $25 to $35.

An S.A.C. petition, which was approved last week by the Hamilton and Kirkland administrations, cited rising costs and the need for a greater variety of entertainment as the main reasons for boosting the tax.

Sole Income

Social tax is the only source of income for the S.A.C. As a result the S.A.C. budget has stabilized at approximately $30 thousand for the past several years. Thus the organization has a relatively fixed income. Costs, however, are rising rapidly.

Despite conservative spending practices, the 1973- 74 S.A.C. exhausted its budget quite easily.

The new committee would need a larger budget just to maintain the current level of entertainment costs, and the quality of entertainment this year has not been exceptional.

The new Student Activities Committee feels a responsibility to bring a greater variety of entertainment to the Hill. "Student Activities" should mean more than Coffeehouse performances, Houseparty concerts, and the Folk Festival. Entertainment should mean more than rock or folk music.

$ $ $ $

S.A.C.'s financial obligations, however, to the Coffeehouse, the Folk Festival, and the three Houseparty weekends consume most of a $30 thousand budget.

S.A.C. hopes to bring a professional theatrical performance, a circus, top-notch classical musicians, and a 1940's "big band" to the Hill this coming year.

These alternatives would balance and enrich the entertainment which the S.A.C. can provide for the community. Variety cannot be secured, however, with the existing amount of funds.

The S.A.C. poll, taken just before spring vacation, showed 65 percent of the student response in favor of a higher Social Tax fee.

The committee members do not feel that imposing a mandatory tax on students is fair...therefore the only means to enlarge the budget is to raise the optional fee.

events

FILM

On Campus This Weekend

Savages. Friday and Saturday at 8 pm. Sunday at 10 pm. only. Science Auditorium. Admission $.75.

Horror Film Festival: *The Bride of Frankenstein* and *Phantom of the Opera*. Friday, Saturday, and Sunday. 8 pm. Kirner-Johnson Auditorium. Admission $.75.

April 18 (Thurdsday)

Forbidden Games. 8 pm. Kirner-Johnson Auditorium. Admission $.75.

Singing in the Rain. Gene Kelly. Also Hollywood cartoons. 8 pm. Chemistry Auditorium. Admission $.75.

At Nearby Theatres

Cannonball (853-5553) *American Graffiti* (PG)
Cinema Theatre (736-2313) *The Great Gatsby* (PG)
Cinema National Uptown (732-0665) *Serpico* (R)
Paris (733-2730) *The Exorcist* (R)
Stanley (724-4000) *Alice in Wonderland* (G)
258 Cinema (732-5461) *American Graffiti* (PG) and *The Sting* (PG)

MUSIC

April 12 (Friday)

McEwen Coffeehouse Presents: *Alan Stowell*, bluegrass fiddler. 9 pm. Free with social tax. $.50 without.

April 14 (Sunday)

McEwen Coffeehouse presents: *Lewis London*, 3-piece (guitar, banjo, mandolin) group. 9 pm. Free with social tax. $.50 without.

April 16 (Tuesday).

Concert: *Amici Quartet*. 8:30 pm. Chapel.

April 18 (Thursday)

Women's Center Dance: *Deadly Nightshade*. 9 pm. McEwen Dining Hall. Admission $.50. Free Beer. Open to all.

LECTURE AND DISCUSSION

April 14 (Sunday)

Lecture: *The Relevance of Hermeneutics Today*. Professor Hans-Georg Gadamer, Heidelberg University. 8 pm. Physics Auditorium.

April 15 (Monday)

Lecture: *Brendan Behan—Irish Playwright*. By Mr. Ulick O'Connor, Television Personality. 8 pm. Chapel.

Lecture: *The Foretaste of Life: Pre-Existence and Anticipation*. By Jurgen Meyer-Wendt, Professor of German, Colgate University. 8 pm. Bristol Campus Center Lounges.

April 16 (Tuesday)

Soviet-American Symposium: *What Can Students Do To Improve International Detente*. 8 pm. Gym.

April 17 (Wednesday)

Bible Study. 8 pm. Alumni House.

April 18 (Thursday)

Lecture: *What We Don't Know*. Speaker: William Snead, Hamilton Economics Department. 8:30 pm. Kirner-Johnson Room 109 (Red Pit).

EXHIBITIONS

Currently on Campus

Paintings by Harold Beament. At Root Art Center.

Paintings by Gilah Hirsch. At List Art Center, through April 13.

DRAMA

Faculty Production

Moliere's *School For Wives*. 8 pm. Wednesday, April 17. At Minor Theater. Admission is $1.50 for Adults, $.75 for Children. Also Thursday, Friday, Saturday, and Sunday.

SPORTS

Varsity Lacrosse

Against Alfred. 3 pm. Monday, April 15.

Varsity Tennis

Against Ithaca. 3 pm. Wednesday, April 17.

Varsity Track

Against R.P.I. 2 pm. Saturday, April 12.

WHCL—FM SPECIALS

Public Affairs Program

Poetry readings by Diane Wakowski and Marie Harris. Sunday, April 14. 4 pm.

Music Feature Series

Jeff Hjelm hosts ninety minutes of *Humble Pie*. Wednesday, April 17, 8:15 pm.

HOLY WEEK SERVICES

April 12 (Good Friday)

Tenebrae Service of the Seven Last Words. 8 pm. Chapel.

April 13 (Saturday)

Easter Vigil. 10 pm. (through 6 am. Sunday). Chapel.

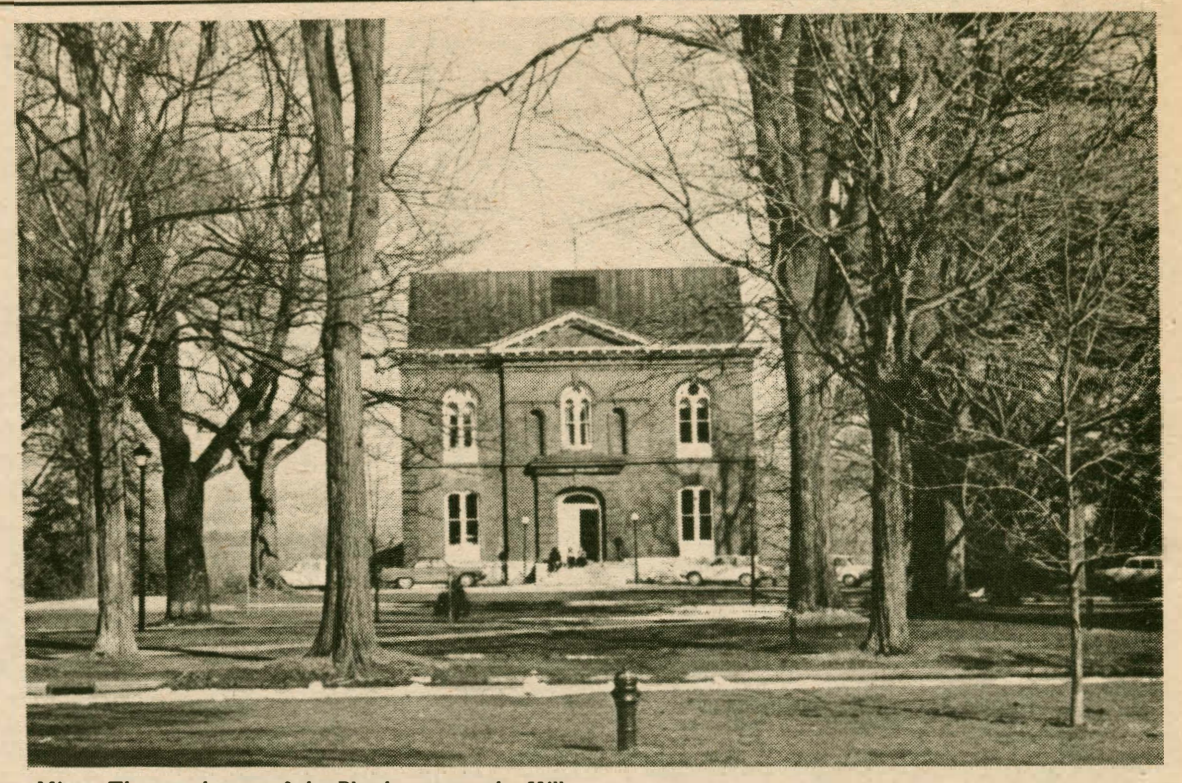
Roman Catholic Resurrection Mass. 11:45pm. Chapel.

April 14 (Easter Sunday)

Sunrise Service. 6 am. Bristol Terrace (indoors if weather is bad).

Free Church Service. Speaker: Joel Tibbets, College Chaplain. 11:15 am. Chapel.

Roman Catholic Mass. Father Drobin. 12:45 Chapel.



Minor Theater, home of the Playhouse-on-the-Hill.

Acting Apprentices Sought For Playhouse-on-the-Hill

The Playhouse-on-the-Hill will audition acting and technical apprentices on April 16 from 3 to 5 in the Fisher Room of the Bristol Campus Center.

Candidates who wish to be acting apprentices should present two selections of prepared modern material, totalling about three minutes, according to Hamilton English Professor Edwin Barrett, who is conducting the auditions. Applicants seeking technical apprentice positions will be interviewed at the same time.

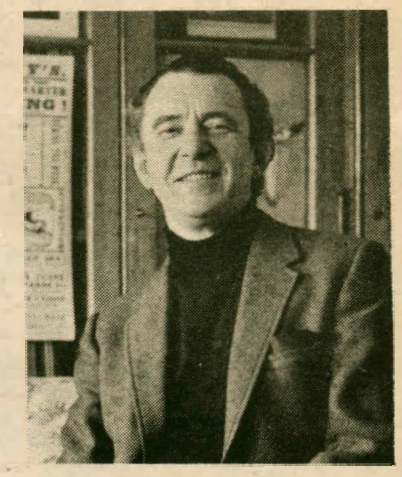
Hamilton and Kirkland students can receive course credit for participation in the apprentice program.

The Playhouse is a resident, Equity company in its fourth year of operation, its second in the Minor Theatre. Professionals are being auditioned in New York now.

The theatre will open on Tuesday, July 2 and close on Sunday, August 25. During those eight weeks we will produce seven main theatre shows and four productions of our Youth Theatre. The main-stage shows will include Oscar Wilde's *Importance of Being Earnest* and Noel Coward's *Blithe Spirit*, and a musical *Jacques Brel is Alive and Well and Living in Paris*.

Classes in all aspects of professional theatre will be offered to apprentices five mornings each week and taught by members of the professional staff at no cost to apprentices. Apprentices (whether acting or technical) will be responsible for the running crews of main stage productions, including construction, installation, striking and cleanup. Time will also be spent in lighting, sound costuming props, box office and publicity.

Parts in main stage productions will also be available, after auditions, to our apprentices and appearances on the main stage count as credits toward Equity membership.



Professor Edwin Barrett

The principal acting opportunities will, however, be in the four Youth Theatre shows. They will be directed by our professionals, but all other aspects of these shows will be handled entirely by apprentices. We expect these shows will be toured in the vicinity as well as presented locally. Each Youth Theatre show will have four performances.

Apprentices will be expected to arrive no later than Tuesday, June 18 and leave no earlier than Wednesday, August 28. No salaries are paid to apprentices. No fees are chared to apprentices, but a $25 returnable deposit is required from each apprentice selected. This deposit is returned at the end of the season.

Apprentices are advised to bring bed linen, blankets and towels, and will be financially responsible for their room and board payments, which last year ran approximately $30 a week. Residence will be in Kirkland Dormitory on the Hamilton Campus.

arts briefs

AMENIC

Amenic presents *Savages*, James Ivory's recent and widely acclaimed satire on the one day rise and fall of western civilization. A tribe known as the Mud People, seeking "National Geographic" fame, follow a croquet ball to a 1930's styled mansion where they dress up and lots of bizarre fun begins.

At Science Auditorium, Thursday, Friday, Saturday, at 8 pm. and Sunday at 10 pm. only. Admission $.75.

DYSKOLOS

Professor James Cunningham's Intermediate Greek class is producing Menander's *Dyskolos, or the Curmudgeon*, in conjunction with Hamilton English Professor Edwin Barrett, who is directing. The Greek class wrote an English translation of the new comedy, which is an adaptation of late fifth century Greek Comedy in which the actors all wear masks.

Preparations for the production which will be presented May 8 and 9 are under way. Professor Cunningham hopes to arrange for publication of this translation, which is a polished comedy of manners rivaling the elegance of Moliere.

Auditions will be held at 5 p.m. and at 8 p.m. in the Science Auditorium on Monday, April 15.

"GLORIA" A WINNER

Senior Jon Hutchison has won the 1974 Wallace Bradley Johnson Playwriting Contest.

"Gloria" focused on two characters, superbly played by Jill Maynard and Joe Weimer.

Members of the supporting cast were John Held, Martin Paul, Steve and Bob Applegate, and Dave Wollman.

SCHOOL FOR WIVES

Moliere's comedy, *School For Wives*, will be presented in Minor Theatre at 8 pm. on April 18-21, and on April 25-28. This is a production of Richard Wilbur's English verse translation of the play.

The production stars Jim Peskin, Mary Beth Lerner, and Trevor Drake. Admission is $.75 for students and $1.50 for the general public.

HELP CHOOSE FILMS

Kinokunst Film Society is choosing its films for next year, and invites suggestions from all. Send ideas to Ann Thompson, Box 584 at Kirkland.

Despite Glitter, Gatsby Film Merely 'A Confusing and Pretentious Blur'

BY SUZY ELMIGER

The trouble with prying the facets from a crystal and examining them under floodlights is that the gleam from the center dies. Hollywood has bulldozed its way through another gem of a book with a typical incapacity for delicacy.

The current film version of *The Great Gatsby* is a fuzzy shadow of the sparkling original; a confusing and pretentious blur of F. Scott Fitzgerald's novel.

The film's tedium begins immediately. The camera focuses too long on various objects: the house, the car, the bed, the ashtray. This blandness fails to build up any anticipation about to whom these props belong.

By the time the problem is solved, new questions have floated to the surface (like what are you doing at this dumb movie?). The book's plot is very slight, serving only as a basis for the characters to develop. But a Hollywood movie without a plot is an impossibility, so the filmmakers have tried to stretch what little there is into two and a half hours.

Sometimes such deficiencies are compensated for by good acting or good music or flashy stars with good lines. Not this time...

The lines are lifted straight from the novel but unfortunately film dialogue and novel dialogue are not interchangeable. So the effect is just about what Shakespeare would be, in the dialogue bubbles of Superman cartoons: a bit too heavy to be appropriate. Especially because the cardboard characters couldn't possibly comprehend what they are saying.

Gatsby Deluded Martyr

Mia Farrow, as Daisy, bats her wide eyes breathlessly and gasps a lot. Robert Redford, as Gatsby, cultivates a faraway look and remains the deluded martyr. Jordan laughs throatily and Tom scowls darkly. And the high society show of the twenties goes on.

Nick, the narrator played by Sam Waterston adds the only bit of spontaneity and humanity to the film. He has a small house, and a sense of humor gradually turned into sarcasm by what he sees.

He is fascinated with the opulent menagerie as apparently the audience is supposed to be, but we become more interested in him. He remains detached enough to perceive the extra-ordinary irony of the events while everyone else in the film is blind and dumb. Really dumb.

There is something bitterly appropriate about the fact that Hollywood is doing this to Fitzgerald in exactly the pink plastic style that appalled him. The scenes of the Plaza, the huge teaming parties and overstuffed closets are the ones you remember from the film; rather than noting how much more scotch Nick is drinking or why.

Those moments in the book that Fitzgerald injects with such emptiness provide the film's only vitality. Thus there is the final irony that people remember *The Great Gatsby* as bright and shiny and fun and forget the tragedy in its ending.

Hill to Host Malagasians

Hamilton will host the Amboarampeo Choir of the University of Tananarive, (from Malagasy Republic), April 21 through 23, as part of the fourth Lincoln Center International Choral Festival.

The chorus, one of thirteen international choruses participating in the month long festival, will perform in the Chapel on April 22, at 8:30 p.m.

This performance is part of a national tour arranged by Lincoln Center prior to their concerts at Kennedy Center and Avery Fisher Hall. Altogether, the thirteen visiting choruses will sing at one hindred colleges, universities and schools in twenty-three states.

The Amboarampeo Choir, founded in 1959, has grown from 6 to 60 singers. Its members are students from several institutions, predominantly the United Theological College and the University of Tananarive.

The Choir's repertoire covers a wide range of music, but emphasizes songs from the folkloric heritage of the Malagasy people and religious songs.

The choir makes an annual concert-and-seminar tour of the provinces, and gives two major concerts each year in Tananarive, at Easter and at Christmas.

The group also performs regularly for television and radio. In 1971, it won first prize in an international choral contest organized by the government. The name "Amboarampeo" means 'bouquet of voices.'

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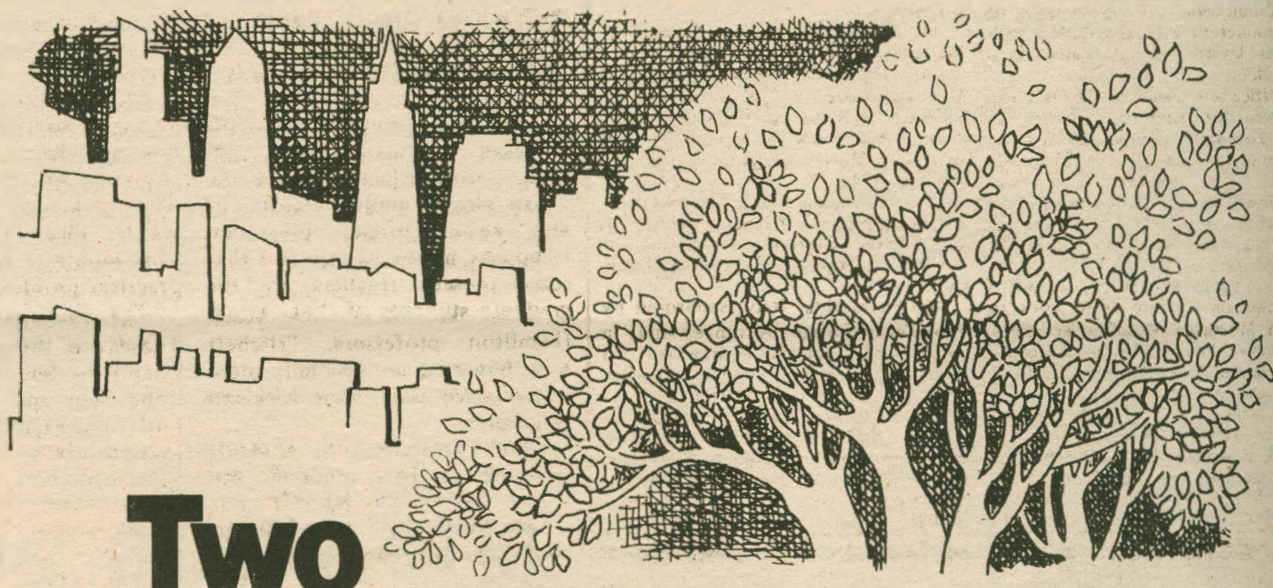

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There are two separate sessions: May 20th to June 28th; July 8th to August 16th.

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Career Center Lists Summer Programs

1. Diemolding Corporation, Canastota, N.Y. - for students pursuing engineering undergraduate degree, has 2 positions with actual production experience in thermoset molding.

2. Jewel Home Shopping Service - for freshmen and sophomores - Scholarship & Career Opportunities in Direct Marketing Division of well-established company with particular emphasis on salesmanship and other management specialties.

3. Utica Mutual Insurance Company - routine part-time office work (filing, collating, preparing mail) as well as one opening for key-punch operator.

4. Cedar Lake Country Club needs bartenders from May through September. Applications should be made by April 22, 1974.

CAMP JOBS

1. Mass. Audubon Society's Wildwood Nature Center needs ecology and environmental counselors. Part scholarships for counselors workshop (preseason) available.

2. Crystal Run Camp, Middleton, N.Y. needs general and specialty counselors for mentally retarded, brain-injured, emotionally disturbed and epileptic children and adults.

3. Clear Pool Camp, Carmel, N.Y. - a camping service for under-privileged boys.

4. Camp Christmas Tree, Minneapolis, Minn., YMCA Day Camp (Director, Steve Frantzich, Hamilton College Asst. Prof. Government) needs waterfront director (m/f 21 or over) and counselors(m), five days a week June 12-August 23, free accommodations, good pay.

5. Many other Y camps and private camps in New York, New England and other states.

VOLUNTEER PROGRAMS

1. Could you give seven days of your summer to a child afflicted with Muscular Dystrophy? Bergamo East, Marcy, N.Y.

2. Office of Consumer Affairs needs volunteers for summer months to answer consumer complaints and do field work for the City of Syracuse. Helpful for students to have background in political science or social work. A good work experience which has been used for credit by other colleges.

3. NYPIRG lists summer internships in Upstate New York to research Mortgage Lending Practices, Mass Transit Plans, Divorce Statistics, Energy Waste, Water Pollution Control, Small Claims Court, etc.

4. American Friends service committee needs volunteers for:

A. Southeast Pa. Health Project. College students are needed to study, investigate and monitor such problems as improper and excessive charges, malpractice, human experimentation, quality of air and emergency medical services as well as develop and compile information for Regional Commissioner of Health Services.

B. Baltimore, Md. seeks young people to work in neighborhood community groups; volunteers needed who have had urban experience, can deal with inner-city youth, can relate to working class communities.

C. Criminal Justice - Pact House, Indiana assists ex-offenders to make the reentry into productive community living. Volunteers needed to develop a People's Park, do physical work on Pact House, meet with prisoners and ex-prisoners, visit legislators, commissioners of correction and legal groups. Academic work in pre-law, political science, psychology helpful.

INTERNSHIPS

1. Goddard Space Flight Center Seventh Annual Summer Institute in Public Administration - for students entering their junior or senior year, with a good Social Science background and some knowledge of Government and Political Science. Ten weeks study plus field trip to NASA Launch Site.

2. Atlanta Urban Corps public service internship program - structured internship placements in government, administration, health, mental health, education, day care, recreation, community service, research, planning. Over 650 placements this summer.

SUMMER STUDY

1. Rhode Island School of Design - Courses in film making, TV, creative dramatics, sculpture, weaving, design, etc.

2. Breadloaf School of English & Writers Conference at Middlebury College.

3. 1974 Audubon Ecology Workship in Connecticut.

4. New York Studio School of Drawing, Painting & Sculpture - summer Sessions in Paris and New York. Admission by portfolio and interview. Hurry! Interviews start April 4 and end May 30.

5. Graduate School of Librarianship, U. of Denver - workship on Library Systems, Utilization of on-line computerized bibliographic systems.

6. Pietrasanta, Italy, sponsored by Providence College - Advanced study in sculpture, painting, drawing, art history, literature, music, Italian, language studies with 35 days studio work and 25 days study-on-location.

7. SUNY Brockport - Criminal justice program in Germany & Poland; Cultural-Political change in Africa at Ghana; West Asian History and Culture in Iran.

Grades Continue Upward Trend

BY KEVIN MCGOWAN

A report compiled of last semester's grades by Associate Dean Robin Kinnel indicates that grade distribution at Hamilton has not changed significantly since Fall 1972. Close to eighty per cent of all grades were in the "A" and "B" categories, with slightly more A's and less B's than in 1972.

Various faculty members at Hamilton, however, discern an over-all increase in grades during recent years. "Grades have been going up since course distribution requirements were dropped in 1969," said Dwight Lindley, professor of English and acting dean for 1974-75. "Students are taking the courses they want," he said.

Norman Bowie, assistant professor of philosophy, agreed there has been an increment in grades for about four years. He said teachers may be giving A minuses where they once gave B pluses.

"I detect a tendency that students think they have a right to a good grade," said Bowie, "Yet students don't work as hard as they did two years ago."

Some professors said that the evaluative system at Kirkland may have affected the rise in grades. Professor of History, Edwin Lee thinks that system may have "rubbed off on Hamilton students and teachers."

Gordon Pritchett, assistant professor of mathematics, said that a dissatisfaction with the whole idea of grading was one of the revolutionary ideas on campuses in the sixties and that some present teachers are the graduate students of those years. Hamilton professors, Pritchett said however, are generally more conservative than their Kirkland colleagues.

The pressure on students applying to law, medical, and other graduate schools was acknowledged by Lee and Bowie. Lee said they might have an "unconscious" incentive to give higher grades to students when thinking of their futures. Kinnel said that Hamilton has a good reputation among graduate schools.

"I suspect schools with inflated grades are taking a look at their reputations," said Kinnel.

Lindley said that there is the danger that high grades might produce a "backlash" where graduate schools become suspicious of the student and the college.

Kinnel said that students didn't complain about grades "as much as they used to," and that complaints are more often about the amount of work which is expected. "We want to maintain the standards, and not do a disservice to the students," said Kinnel. "It's a hard balance to achieve."

Kinnel thought the grading procedure in which each letter grade has a definite numerical equivalent may lead to teachers giving students "the benefit of the doubt" and thus a higher grade.

Lee said that his grades "were definitely going up. Maybe I'm asking better questions on tests," he said. Hamilton was "more academic than fifteen years ago," according to Lee, "but perhaps not as much as four years ago." Students are getting higher grades, but they are less prepared, said Lee, a member of the faculty since 1958.

John Anderson, associate professor of mathematics, commenting of the nation-wide trend in grading,said, "I was a Phi Betta Kappa with an 85 average at Hamilton. This year I wouldn't even be in the running."

Mathematics grades were "about the same as last year," Anderson said, but there was a lower percentage of D's and failures in freshman courses. Anderson credited this to the broad math background most high schools now give. At the same time, these backgrounds are not extensive and Anderson said the freshman "math" student was also less likely to get a very high grade.

Duncan Begins Truax Lectures

A.R.C. Duncan,Truax Visiting Professor at Hamilton this semester delivered the first of five Truax Lectures in Philosophy Tuesday.

The title of the series is "The Thought of John MacMurray," dealing with the work of the contemporary British philosopher who is known for his concern with the application of philosophical thought to the practical problems of human life.

The first lecture, at 8 pm Tuesday in the auditorium of the Chemistry Building, was entitled "The Man and His Philosophy" and constituted a general introduction to MacMurray's approach.

Professor Duncan gave a second lecture, "The Form of the Personal." on Thursday in the Chemistry Auditorium. Subsequent lectures in the series will be on April 24 at 4 pm, April 30 at 8 pm and May 2 at 8 pm , all in the Chemistry Auditorium.

Professor Duncan is on leave from Queen's University, Kingston, Ontario, where he is the John and Ella G. Charlton Professor of Philosophy and serves as head of the Philosophy Department.

He is the author of two books, *Practical Reason and Morality* and *Moral Philosophy*, as well as a number of articles and papers which have appeared in books and scholarly journals.

A native of Scotland, he was a teacher and administrator at the University of Edinburgh before joining the Queen's faculty in 1949.

The Truax lecture series and the Truax Visiting Professorship at Hamilton were established through a gift by R. Hawley Truax of the class of 1909, retired chairman of the board of the *New Yorker* magazine. Mr. Truax has maintained a lifelong interest in philosophy, which he studied at Hamilton and later at the Sorbonne.

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McTernan Wants More Student Communication With Senate

BY BOB WEISSER

Opening lines of communication to the college community is very important to Kevin McTernan '75, the new Student Senate president.

He said that since he was elected, he has been "meeting people like mad," and trying to learn all of the responsibilities of his position. In the course of his meetings, he said, he has gradually developed certain attitudes about various projects.

In his platform, printed in the March 8 issue of The Spectator, McTernan said that he wanted to cure the students of "academic consumerism," the apathy Hamilton students apparently have here toward school affairs. He said that this spirit causes the student to be concerned only with getting his diploma.

When asked how he would go about changing this attitude, McTernan said, "It will be difficult. I would like to have myself and the senators actively pursuing students for their opinions, seeking out people who don't give a damn about student government. If we continue to pursue people and show that we are interested in their opinions, they will begin to have opinions."

In his platform, McTernan cited black-white relations and inter-college relations as two of the most important and most neglected areas on the Hill.

He said, however, that he had as yet no definite program to heal these rifts, adding that these are personal goals that he believes he can work on more effectively when he has learned all the dynamics of his position.

McTernan said that he does not foresee any change in the present school calendar, specifically regarding Winter Study. "There are a lot of opinions on Winter Study, but no single alternate plan has wide enough backing to change things."

Winter Study is a positive factor in the schools' curriculum, according to McTernan, but there is a need to establish a real definition of the period and to set certain standards for the work that is done.

McTernan also said that he wants the Senate to be involved in the coming search for a permanent Dean of the College. He said that he strongly favors student input in the process, and would like the final candidates to meet openly with the student community, similar to the manner of the Kirkland Dean search.

Opening the search to student input might be difficult for two reasons, according to McTernan. "On our end, it will be hard to organize the input. On their end (the search committee), it may tend to be another element that they may not want to consider."

Concerning Hamilton's next president, McTernan said that he desires a person who will work closely with the campus community. "No matter who the next president is," he said, "he will have to be directly involved with the campus. This is especially important in the beginning, in order to get the lines of communication open."

Other projects that are high on McTernan's list of priorities include the reorganization and streamlining of the Senate, expansion of the Pub, the upcoming budget hearings, and some changes in the constitution of the Senate.

At the budget hearings, which will determine the funding by the Senate of various organizations, McTernan promised that a detailed expenditure list will be required from each club showing where they have spent their money in the past.

Too often within the committee system of the Senate, two committees have done the same work, according to McTernan. He said that he wants to cut out this needless overlapping, and he also said that he was concerned about accountability in the system.

As Student Senate President, McTernan said that he will oversee the work of the committees and be personally involved as a liaison between the college community and the Senate. He reiterated the importance of having good lines of communication with all parts of the community, including the Kirkland Assembly, faculty committees, the administration and the students.

He said that he considers himself as not "just an organization man," but as the source and receptacle of new ideas that will help the college in the future.

Compromise Considered on Senate Bills to Increase State Aid to Low-Income College Students

BY DAVID SCHUTT

The New York State Legislature made no significant progress this week on a compromise between Senate and Assembly bills designed to increase state aid to college students.

Either measure, if passed, would particularly aid students from low and middle income families. Private colleges in New York, whose rising fees have become an almost unbearable financial burden to students, are also expected to benefit if the proposals are enacted.

Speaker of the Assembly, Perry B. Duryea (R - Montauk) who co-signed the bill introduced by Assemblyman Peter Costigan (R - Seatauket), is expected to meet privately with authors of the Senate bill, Majority Leader Warren M. Anderson (R - Binghamton) and Senator Ronald B. Stafford (R - Peru), to discuss procedures for a compromise.

An unexpected snowfall and a shortened workweek due to the religious holidays forced a postponement in the meeting, however. In addition, the Senate Committee on Education spent most of its week working on a separate bill concerning aid to secondary and elementary schools. Despite all the delays, it is reported that the legislators concerned are receptive to some form of compromise on the bills.

A staff appointed by the legislators involved may begin work some time next week. It is expected that at least some members of Governor Wilson's staff will attend the discussion, even though the Governor has not yet made public his position on the issue.

Although the two bills differ in methods of implementation and other specifics, members of the Commission of Independent Colleges and Universities (CICU) are hopeful that a quick compromise is possible. The Commission, which has been lobbying for student aid reform measures, would then have time to analyze the ramifications of the bill before the legislature adjourns next month.

Any compromise that is reached is expected to have a good chance for passage. In addition to the solid backing of such powerful leaders as Duryea and Anderson, an overwhelming majority of legislators is in favor of an altered student aid program for next year.

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Lotteries Held Next Week

BY JOHN HINCHCLIFF

Before the end of the month, all Hamilton and Kirkland rooming arrangements will be made. Hamilton and Kirkland students will participate in either of their respective college lotteries. Other Hamilton students who have joined fraternities are exempt from the lottery, as well as both the Hamilton and Kirkland students who have joined, or will join, the Keehn Co-op.

The Hamilton College lottery, which will be held the third week of April, determines who will live where next year. All independent students who will be on campus next semester, as well as any fraternity members not living in a house, participate in the room selection process.

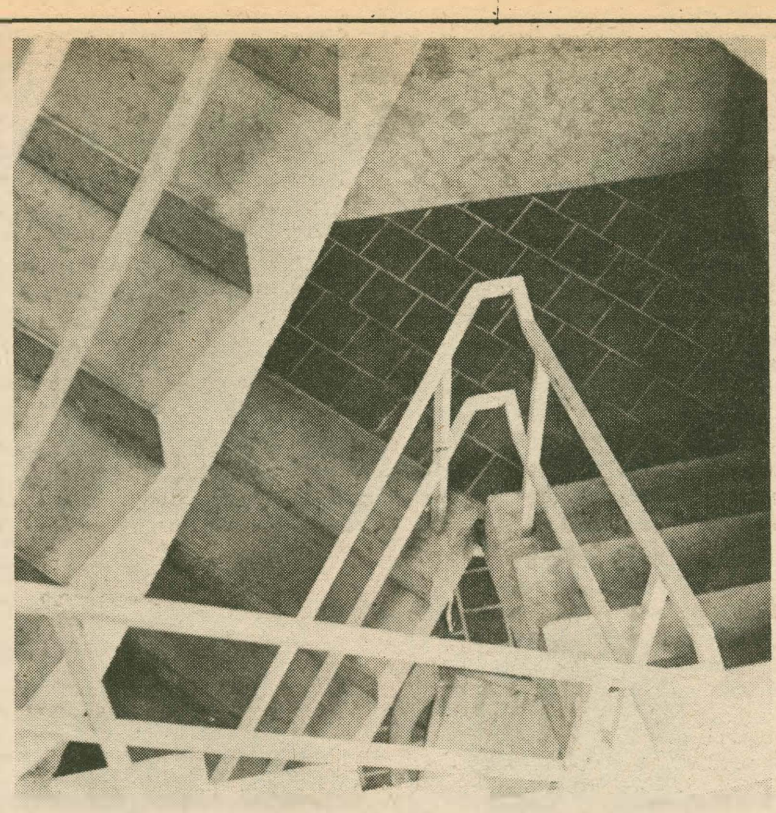
The members of next year's senior class receive random numbers, followed by the juniors and then the sophomores. A list of names and numbers will then be published. On or about April 23, beginning with the lowest numbered seniors, students will go to the Trustees room on the second floor of Buttrick to choose their rooms. Charts with the floor plans for each dormitory will be set up there. To claim a room, a student simply writes his name on a gummed label and sticks it on the chart in the room he desires.

If the room is a double or triple, roommates will both place their names in the room they desire at the same time.

Any coed housing on the Kirkland campus will also be shown on these charts and will be selected in the same manner. Earlier this spring, in response to a questionnaire, approximately 90 Hamilton students requested coed housing at Kirkland, while only 50 Kirkland students expressed a desire to live at Hamilton. Because of limited space, any room exchange between the colleges must be on a one to one basis. This semester, approximately 50 Hamilton and 50 Kirkland students are living in co-ed housing.

On the Kirkland campus, the BPRU's request for separate housing has not been approved. According to Carol Cooper, the issue of separate housing is dead. All rooms will, therefore, be determined by lottery.

The Kirkland lottery is similar to Hamilton's. Kirkland, however, guarantees singles to student advisors and one of their friends, to all students with two or less



semesters before graduation, to students who have had a Kirkland roommate for four semesters, and to those who, for health reasons, require it.

According to a Memorandum on rooming procedures at Kirkland, there are three lotteries, run in the following order: 1. Student Advisors, 2. Students with two or less semesters before graduation, 3. the remaining student body.

At a meeting between the Hamilton and Kirkland housing committees held last week, the specifics for next year's coed housing were worked out. At that meeting, the Bundy complex was considered for possible coed housing, but the proposal was deemed impracticable.

It was determined that two floors in North Dorm and one floor on one side of South would be made available to Kirkland women for next year, while sixteen spaces in the Co-op and thirty spaces in Root and Minor would be available to Hamilton students.

As was done this year, any married Hamilton students will be provided a Griffin Road apartment next year. Those married students who desire an apartment have been advised to see Dean Bingham as soon as possible.

Any other Hamilton students who are interested in living off campus next semester should also see Dean Bingham before the lottery, the Dean said.

The Co-op, which had started serving meals in January, is doing "quite well," according to Adam Levin, the Co-op president. This alternative to college housing is open to all Hamilton and Kirkland students, and provides one with "a real sense of community and togetherness," Levin said.

The Co-op food is good, with no "hassles" between the vegetarians and non-vegetarians. Each person contributes an average of 4.5 hours of work per week. Co-op members do all cooking and cleaning as well as some maintenance chores.

However, students can usually make their own schedule and choose their own jobs. A student can, if he desires, do about a half hour's work each day, or he may spend one afternoon cooking a meal, thereby fulfilling his obligation at one time.

The Co-op's charge to the members is the same as the college room and board charge. If it ever became necessary, however, a surplus charge would be made to balance the budget. On the other hand, if money were left over at the end of the year, the Co-op members could determine what to do with it.

About twenty Kirkland women have expressed interest in Co-op membership for next year and Levin also hopes to have about ten freshmen members. There are sixteen spaces for Hamilton men which are available for next year.

There will be eight singles and four doubles for Hamilton students. Hamilton men wishing to join the Co-op should contact either Adam Levin (x-7555) or Dean Bingham as soon as possible, according to the dean of students.

Co-op room selection is done by lottery. Hamilton men therefore have a good chance of getting singles if they want them, Levin said.

With the demand for housing increasing on the Hill, the trustees have requested the Hamilton Planning Office to draw up a proposal for the presently vacent Wallace House.

Located between Psi Upsilon and Delta Kappa Epsilon houses, the Wallace House must be made fire resistant before students can be housed there.

According to Dean Bingham, if a proposal is approved, work on the house may begin as early as next summer. If the Wallace house is renovated this summer, the proposed renovation of the remainder of Dunham will be postponed until the summer of 1975.

The trustees are expected to make a decision on the proposal at their next meeting in early May.

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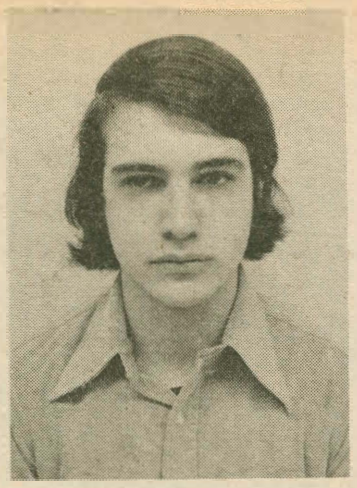
Student Senate Platforms; Candidates Make Promises

Marsello



Maynard

GREG MARSELLO
CLASS OF 1977

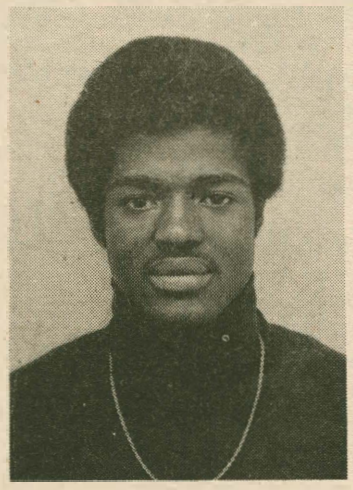
The Student Senate I want to be a member of is one which is aware, interested, and involved. A Senate which exerts as much effort as it can to unite Hamilton and Kirkland into a strong influential community with honest and free expression between all facets. I support a Senate which is not afraid to re-evaluate itself and one which represents the student opinion with a strong voice. The Student Senate should involve itself in all areas which are important to the community and student alike. The Senate must take advantage of its responsibility, and as a senator my goal will be to see that it does.

BRENT BARRIERE
CLASS OF 1977

The Student Senate is an ineffective institution. As it stands now, the Senate is allowed only the most minimal role in the affairs of this college. The Senate and the student body in general are completely at the mercy of the faculty and the administration. A progressive faculty and administration will be benevolent, yet a reactionary faculty and administration could be tyranical. The recent selection of the acting academic dean illustrates this point. Students were not asked who they would like to see as dean, but were told who would be dean. The students of this college should have an effective voice in all academic and social decisions of the college. I will work to create a senate that will give students actual, not virtual, representation in the affairs of this institution.

GUIDO ADELFIO
CLASS OF 1977

The microcosm which composes these two colleges is an unusual, artificial, and highly idealistic state of existence. To some this is expedient, to others undesirable. We cannot, however, ignore the fact that a world exists around us. The Senate must thus realize that we can no longer exist feeling that self-awareness is our most important concern; we must involve ourselves to a greater extent with the community which surrounds us, at the same time maintaining a certain degree of self-awareness. I am entering this election with this in mind, and will, if elected, serve the Senate to the best of my ability.



Hicks

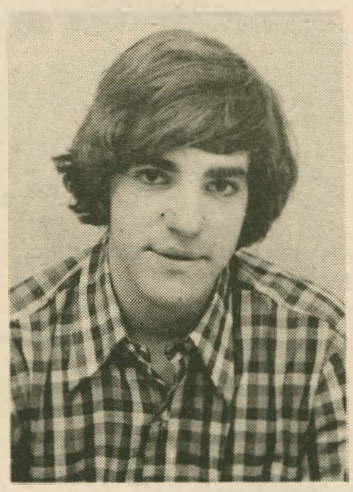
RENARDO L. HICKS
CLASS OF 1977

I was told that these few words are supposed to be my campaign statement. In last week's Spectator alone, Black/White housing, student aid , and student input into the search for a college president, were issues of concern. These are only a few of the many issues on campus that draw upon student increase.

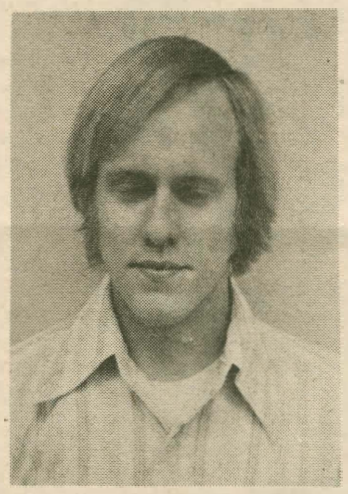
If you want a senator that is sincere about his convictions, sensitive to the opinions of others, and open in all things he confronts, consider me as one of four senators of the class of '77 for the year of 74–75.

MARK ROSENBAUM
CLASS OF 1977

As a senator this year, and having actively sought out student opinion, I find two major issues that will confront Hamilton College next year. One issue is the disproportionate gap between two campuses only a sidewalk apart. If re-elected, I will work to help bring the two campuses together, perhaps by combining Hamilton Chapel and Kirkland Assembly. Another concern is the limbo status of Winter Study. Student input indicates a strong preference for Winter Study that has yet to be expressed by the Senate. In the coming year, the Senate *must* lead the way to protect student interests in these two areas. I would like to be a member of that kind of Senate.



Becker



Hart

GREGORY B. MAYNARD
CLASS OF 1977

The way Hamilton can best maintain its high academic and social standards is through interest and work from within. I see this goal being attained through the deliberate and dedicated actions of the Honor Court, J-Board, Curriculum Committee, and Student Senate. The Monday Chapel clearly gives the week by week informal and popular approval that this system needs to continue. I support this system because I appreciate its value to Hamilton's well being and my own, too.

I feel the best way I can articulate my support is by directing interest and concern through the position of student senator. I want the position and I have the time and enthusiasm as well.

DANIEL BECKER
CLASS OF 1977

There are a lot of good candidates running for the Student Senate. I won't try to say that I am better than any of the others from our class because I would work harder, or because I know more people, or because I am more stubborn. But I want very much to be senator, and I will do the best job I can and that's the only promise I know I can keep.

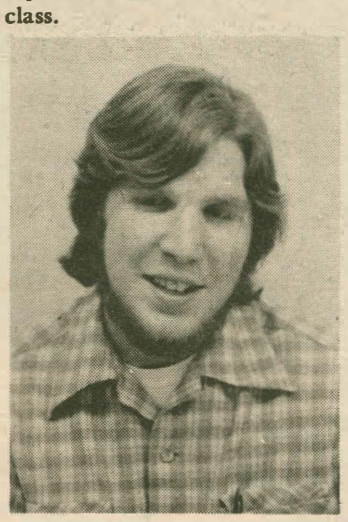
WARREN E. HART
CLASS OF 1977

Why should you vote for Warren Hart for Student Senate?

Why? Because I want to work for a better student life at Hamilton.

Why? Becuase I have had a lot of experience in student government in high school and as president of the freshman council. This experience has shown me what the Senate will entail in the line of work. I am fully prepared for this work.

Why? Because I know a lot of people in the class of '77 and this will help me to better represent the members of the class.



Pecchenino

MATT PECCHENINO
CLASS OF 1977

The most useful purpose the Student Senate can serve is the communication of student desires to the administration and, if possible, the subsequent implementation of these ideas.

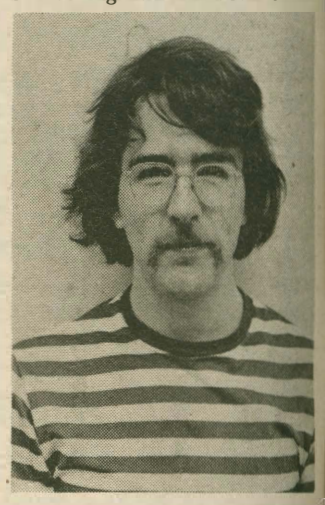
In order to best accomplish this ideal, the senator must have a grasp of the workings of the college. Hamilton, though small, is bounded by inordinate amounts of tradition–the senator must be aware of these obstacles in order to be effective. I have become acquainted with the problems and intricacies of Hamilton College during my first term as senator, and therefore believe I can be more effective as your representative next year.

MARSHALL HANDLY
CLASS OF 1976

By the way of platform or plans, I cannot say I have any other than to work as hard and long as necessary to maintain and improve, wherever possible, the function of the Student Senate. As I presently know very little of the Senate's role, I can offer equally little in the way of concrete "promises" other than, as I have said, my time and effort.

MARK MESINGER
CLASS OF 1976

The appointment of Kevin McTernan as the new senate president will probably bring many new adjustments and ideas. Therefore, it is necessary for Kevin to have new people who are able to solidify or question these ideas. I can do just this, for I have the desire, as others do, to help create something new and useful.



Handly

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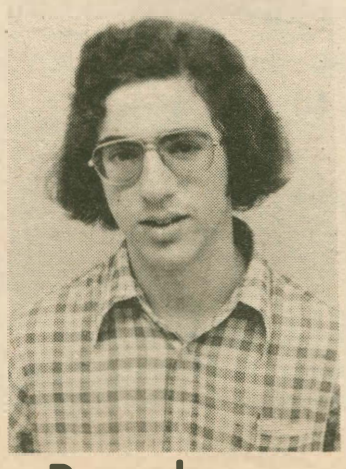

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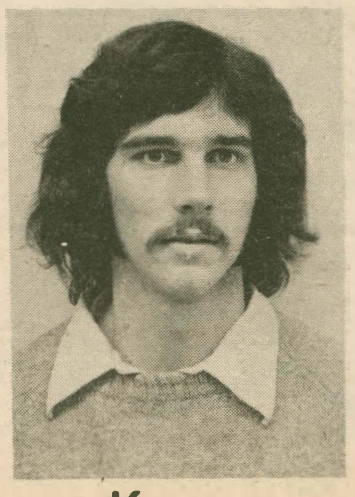

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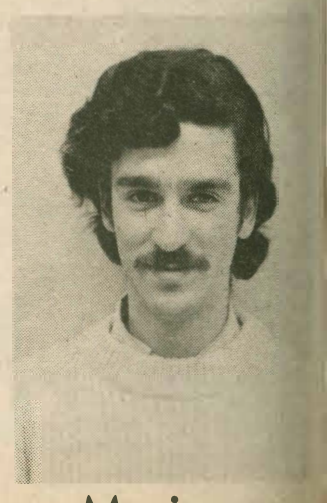

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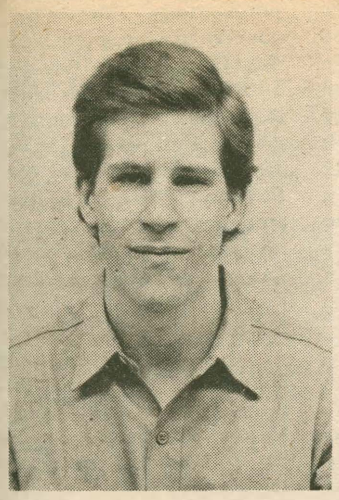
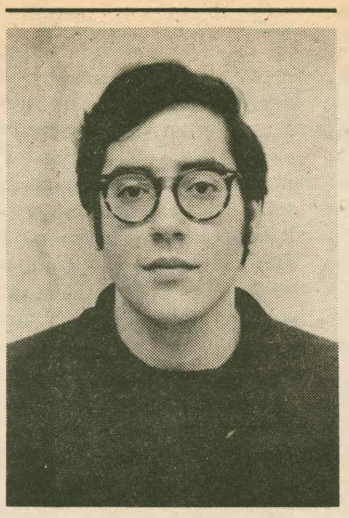


Drinker



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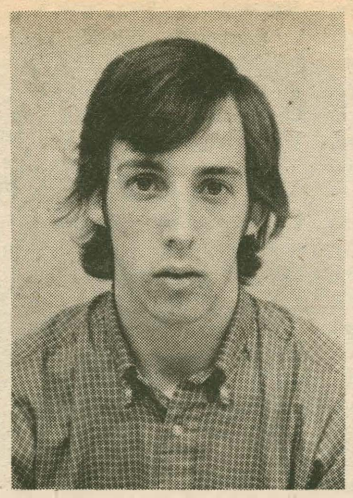
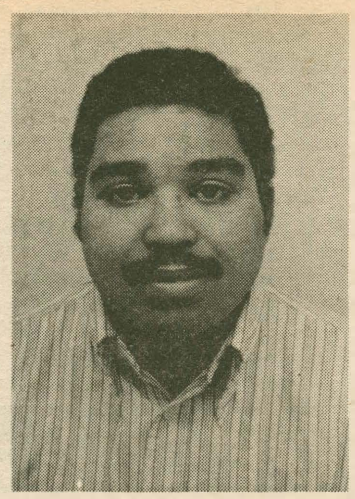
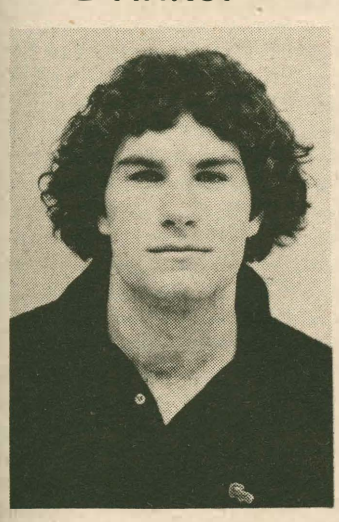


Mackay

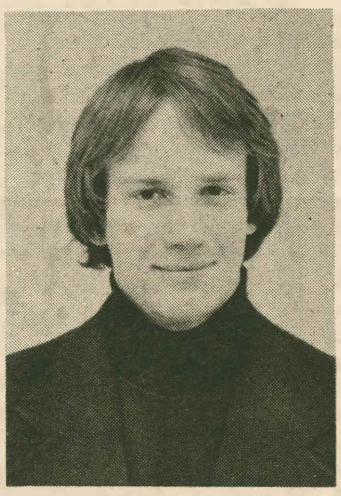


Lawrence



Foley

Montalvo



Emerson

Please note:

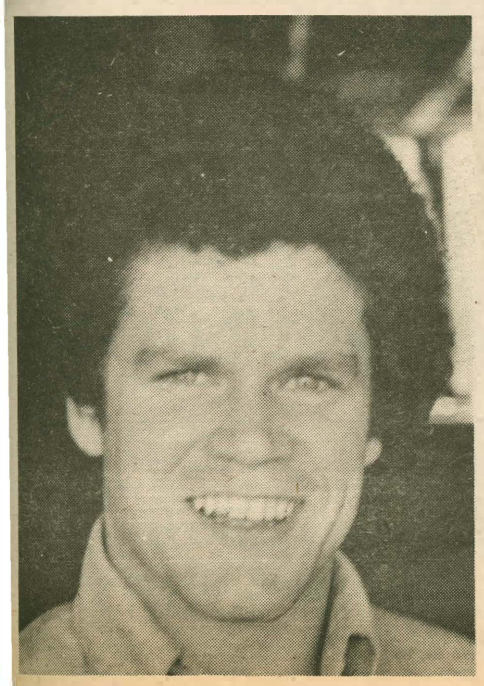
Twenty-two Hamilton students comprise the field of candidates for student senator. Twenty-one candidates submitted platforms to the Spectator for publication, and twenty-one candidates made themselves available for photographs. Missing are a platform by Owen Kratz, '76, and a photograph of Brent Barriere, '77.

Students are reminded that they may vote for up to four candidates from their class.

Voting will be held in the basement of Bristol Campus Center, Monday, April 15, from 9:00 AM to 5:00 PM.

"The potential for power can be thrown away in the wastebaskets of Bristol."

—McTernan



NED DRINKER
CLASS OF 1976

The only statement I can make pertinent to the voter is that, if elected, I will meet each issue as it arises with a level head and a real desire to set things straight.

BILL FOLEY
CLASS OF 1976

To extoll the virtues of the Hamilton Student Senate in one hundred words would be a ridiculous gesture. To list my qualifications would be foolhardy, since my extra-curricular activities are extremely limited. My reason for seeking this position is without superfluities. I am intrigued, and if given the opportunity would care to offer my services. Thank you for your time.

JOHN D. SHULANSKY
CLASS OF 1976

Hamilton is presently in a state of transition. However, it is important that with the arrival of a new administration the Senate work diligently to adequately and knowledgeably represent the student body.

I have had experience with many of the issues that will be considered by the Senate next year through my work on the Housing, Curriculum, Auxiliary Services (Pub/Bristol), and Trustee Committees. I will do my best as a senator to work actively and represent the student body in a responsible manner.

PHILLIP J. MONTALVO
CLASS OF 1976

The willingness to work for something you feel is worthwhile exemplifies your concern and desire for improvement. Anyone who thinks Hamilton is a virtual paradise is in for a rude awakening. The shifts in the administration, the concern over what students should be allowed to come to Hamilton, and even the solidarity of the student body are problems that need the support and diligence of individuals interested enough to make sure something is more than just done. I was appointed to this position because the senator whom I replaced felt he could not devote the time necessary to meet such ends. Too often, lip service is paid to the job of senator, and such an attitude lessens the importance of banning together to get something done. With a common interest in mind, and a desire to constantly improve Hamilton, I feel the best way to get these improvements to materialize is to be a senator.

JOHN B. EMERSON
CLASS OF 1975

As a student senator, I will work for a Senate that is truly receptive to student ideas, and for better coordination with Kirkland. I will also insist on a brevity of rhetoric.

HUGH MACKAY
CLASS OF 1975

The Student Senate needs bold representatives who won't be afraid to speak out on issues and who will devote the time necessary to assure that each concern of the community will be thoroughly investigated and discussed.

The primary goal of the new Senate should be to revitalize itself so that it will be the focus of student opinions and attitudes and not just another anonymous collection of funders.

GEOFFREY LAWRENCE
CLASS OF 1975

A strong Student Senate needs an active student body to give it support. I think that the Senate must do its best to serve the needs of the college community. However, the Senate can only do this if the students let the Senate know the direction that it wishes to take.

I think that the communication problems that some people seem too concerned about are a direct result of apathy; both administrative and student. Strengthening lines of communication between administration and students and between Blacks and Whites will not be a simple task. There is some hidden friction and antagonism which must be dealt with.

Lack of interest on the part of students can prevent any workable and meaningful solutions.

PETER SLUYS
CLASS OF 1975

A student senator must work diligently for the class he represents; he must also seek the involvement and opinions of those he serves, and do his utmost to insure fair treatment for all. That's my politics, that's my promise: I will work for you and the college to the best of my ability.

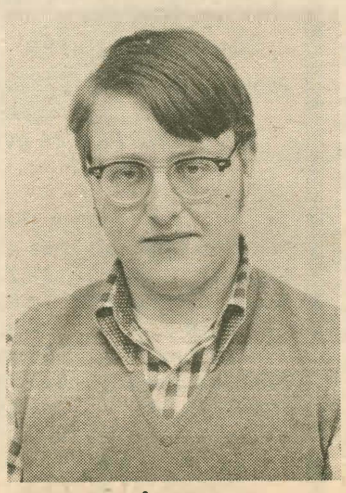
NEIL SCHEIER
CLASS OF 1975

I would like to serve on next year's Senate because I'd like to have a say in the many issues that will confront it, i.e. academic calendar, curriculum changes, constitutional revision, and the many socially oriented problems that invariably crop up. I have represented the class of 1975 on the Senate for the past year and a half. I would like to continue, in the hope that I can give our class a thoughtful vote on next year's Senate.

ROGER E. SCHNEIDER
CLASS OF 1975

We are entering a crucial period in the history of our College—a new curriculum, a new president, and a new dean are on the way. Each is an unknown variable, and each must be dealt with through extensive and spirited student involvement—in molding the new curriculum and in the briefing of the dean and president on student concerns.

Above all else, we must deal more decisively and more critically with issues of academics. Past Senates have gotten permanently sidestepped by trivial procedural and budgetary matters. What the Senate needs are students who are experienced, diligent, and unrelenting. I wish to serve you and our College in this capacity.



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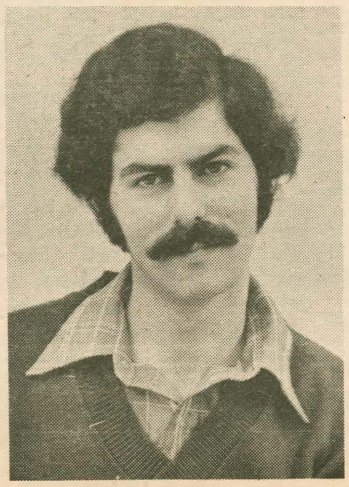

Scheier

Schneider

New Faculty Named For Next Year

BY SUSAN ELFIN

At least eleven new faculty appointments will be made at Hamilton and Kirkland for academic year 1974-75, according to administration plans at both colleges.

Among appointments already finalized is Germina Lubega, an economist from Uganda. She is one of three women appointed to the Hamilton faculty for next year.

At Kirkland, Carol Rupprecht will teach literature. One other literature appointment is yet to be made. Other appointments are planned in psychology, computer science, theater, and sculpture, and a temporary appointment is planned for in history.

Besides Lubega, who will replace Assistant Professor of Economics William G. Snead for one year, Hamilton has appointed Sydna Weiss to replace German Professors Robert Browning and Thomas Colby over the next two years. Browning received a grant for one year of study from the National Endowment for the Humanities.

Oglivy Retires

Permanent appointments in the Department of Mathematics have gone to David Birnbairn, who now teaches at Amherst College and Northrup Fowler who is presently teaching at Rutgers University. Stanley Ogilvy, chairman of the department is retiring, and David Smallen will direct the new computer center.

Judith Bland, a microbiologist, will replace Edwin Erickson, who resigned last year.

Hamilton is also seeking a person to replace English Professor Dwight Lindley, who has been appointed Acting Dean of the College for next year.

Carol Rupprecht

Rupprecht, Kirkland's new literature teacher, is now visiting the campus, and house-hunting. She comes to Kirkland from Yal University where she received her Masters and is completing her Ph.D Rupprecht was a Radcliffe Institute Graduate Fellow from 1968-1970. It is awarded to outstanding women who have interrupted their careers.

Courses to be taught by Rupprecht include *Expository Prose*, *Classical Myths and Contemporary Meaning*, *The Afro-American Novel: Impulses towards Autobiography*, *The Grotesque and the Short Story*, and an introduction to poetry called *How Does A Poem Mean?* She has previously taught in high school and at Quinnipiac College, and she presently teaches Shakespeare at Yale.

"...my first choice"

"Kirkland was my first choice," said Ms. Rupprecht. She believes in women's education, and in small, liberal arts colleges. Although Rupprecht says that a teacher can be innovative in most settings, it is much easier if the institution's philosophy encourages such teaching methods. Rupprecht thinks that being a woman helps in the academic job market now, but that having a husband and two children set her back in that respect. Her husband is a lawyer and sculptor.

Ursula Colby, chairman of the Humanities Division, who first met Rupprecht when she was visiting some friends at Kirkland earlier this year, said that she is "aware of contemporary people, problems, and attitudes, and we are lucky to get her."

At Hamilton, Lubega, an African economist, will teach *The Political Economics of Poverty* (Black Economic Experience), and *Microeconomics*, as well as an introductory course, and *International Economics*. In addition, she will give an intensive preparation for *The Political Economics of Poverty*, called *African Economic Development*, during Winter Study.

After leaving Uganda, Lugeba received her B.A. in the United States, and then her Ph.D. from Duke University. She has taught at St. Mary's College.

Snead, acting chairman of the Economics Department said that the Hamilton department is fairly non-traditional, and that Germina Lubega will help to maintain that pattern.

German scholar Sydna Weiss received her B.A. from Vassar and is completing her Doctorate at Princeton. Weiss also attended the University of Krieberg in Germany. She will teach both language and literature.

Birnbairn, Fowler, and Bland have doctoral degrees from the University of Illinois, Rutgers University, and Indiana University, respectively.

The processes by which new faculty members are selected at Hamilton and at Kirkland are quite similar. At Hamilton, the bulk of the responsibility lies with the chairman of the department. Advertising is wide and appears in the New York Times and various professional journals. Out of the many applicants, a department interviews from eight to ten people.

The chairman then brings three names to the dean. An interview process ensues, including the president, dean, members of the department, The Committee on Appointments, an elected faculty committee, a luncheon with students majoring in the subject area, and an interview with a Kirkland faculty member. Written opinions are solicited. Finally, the recommendation of the chairman and the dean go to the president.

Recruitment

At Kirkland, advertising is as wide as financially practical, and includes the *Times*, professional journals, various women'scaucuses, graduate schools, and minority publications. Members of the concerned discipline review the dossiers, usually numbering 100-150, looking for background, experience, and research. They choose a group of candidates who are interviewed by the entire division. There is a lunch with students, although they are not necessarily majors. Finally, the Dean of Academic Affairs makes a recommendation to President Babbitt.

At present, student input is informal but respected. The Kirkland Assembly recently formed a committee to evaluate the process of student input in faculty hiring.

Coffee Hour Aids Communication

Since the Office of Student Affairs initiated them four weeks ago, the Monday Morning coffee hours at Kirkland have met with only limited success.

Although the meetings got off to a slow start, Carol Cooper, assistant dean of students at Kirkland, believes that the community take advantage of the coffee hour in the future.

"It's not an institution like Chapel, but I think its getting into people's consciousness," said Cooper.

At the first few meetings, Winter Study and the role of minority students on campus were topics for discussion. The most recent gathering dealt with the new housing and lottery procedures.

While talking about the coffee hour, Cooper mentioned that the meeting on minority relations had been quite successful, saying that "there was a real dialogue going on—people were sitting and talking to each other."

The most recent meeting, on housing in the 1974-75 school year, was conducted as a lecture, in order to give the most information in the shortest amount of time. Some students expressed dissatisfaction with the lecture, saying that they had expected a discussion.

With the exception of the meeting on housing, however, the coffee hour has not been well-attended.

The most glaring reason for this is insufficient publicity. There are no spare hands or extra minutes at the Dean's office to coordinate a publicity campaign.

Another reason for the sparse attendance is timing. The meetings are at 10 am. and quite a few students aren't willing to give up their extra half hour of sleep on Monday mornings.

View: Advisor Choice Upheld

continued from page 3

atmosphere unless the applicant attempted to answer our questions in terms of what he thought we wanted to hear, rather than what he thought to be correct (i.e. if he attempted to anticipate, to read our minds, rather than answer in an honest, sincere manner).

In a very few instances advisor(s) adopted the role of intimidator or attempted to pressure the applicant. In each case the advisor(s) were reprimanded by their fellows after, or during, the interview. In these very few cases when elements of intimidation or pressure were present, no matter how small their degree, the applicant involved was subsequently reviewed with the selection committee taking the extraneous factors of his interview into intense consideration.

Because of the interview situation a certain amount of pressure is bound to exist, but the pressure involved in an interview with fourteen advisors and the Dean of Students does not approach the magnitude of the pressure involved in setting an atmosphere conducive to an optimum college experience on a hall composed of new students. Certainly, situational questions do not promote ultimate realism, and the applicant is somewhat limited by time, but you can not take all day making any decision; some of the applicants might be surprised how many quick and immediate decisions are necessarily made by an advisor.

At the close of the interview each applicant was asked, "Are you satisfied with the way you have come off? Is there anything you would like to say or qualify; anything at all you would like to add? Has the real ((name of applicant)) come across in this interview? Do you have any questions you would like to ask us?" Here the applicant was given the opportunity to unsay or clarify anything; in effect, construct his own interview. Most people had something to say, several went on for ten minutes. I can think of a couple applicants whose closing remarks contributed significantly to their selection.

Before this year's interview commenced, we had a meeting to determine our approach to the interviews and to evaluate some of the attitudes present in last year's selection process. During the interviews, discussions were held each night to determine what improvements were possible. Our attitude, which is passed on to each successive group of advisors, is one of constant search for selection process as it stands, uphold the value of the interviews, and are assured that we have been eminently fair in our evaluation of each individual. We believe, based on lengthy discussion and near unaminous voting, that we selected the most qualified people for the job.

At the same time there was an abundance of strong candidates. I would like to be able to choose about thirty advisors, but we could not; we choose those whom we felt to be the strongest applicants. When we concluded the selection process Sunday morning, we conclude with the belief that our selections were well founded, that the selection process was sound, and perhaps most importantly, on the basis of the wealth of qualified candidates, that Hamilton College is extremely strong in areas other than academic.

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College Payoff

BY ED WATKINS

Last month, the *New York Times* published a series of articles on college athletics. The articles dealt with the abuses in the recruiting.

The articles revealed the enormous sums of money spent and pressure used by colleges to obtain athletes they believe will be assets to their teams. Some schools invite a high school athlete up for a weekend and offer him food, liquor, girls, a car, just about anything he wants if he will sign a letter of intent. His grades are that important to many schools; some go as far as to alter high school transcripts to insure their prospects get by the admissions committee. Once in college, the star athlete has little to worry about except for practice and games; his grades are "taken care of."

The process of playing big-time college sports is expensive. Last year Texas had a sports budget of over two million dollars and still finished the year in the red. Costs run in a vicious cycle; once one team in a conference gets artificial turf all the schools have to have artificial turf in order to remain "competitive."

This is college athletics at its worst; a never-ending spiraling of costs and the end to the fun of playing a sport. Instead playing is more like a job. The end result of all this is that the schools which can not play the money game wind up with teams incapable of meeting the challenge of their schedules.

Colgate is an example of a school which would like to be a sports power but which for a lack of resources, just can not make it. Colgate has spent considerable sums rebuilding its sports program but not enough to enable Colgate to compete successfully against the teams it schedules. Colgate recruits heavily for its hockey team yet the team finished last in Division One. Colgate could not recruit the players it needed to be a winning hockey team.

Hamilton will never have to worry about money spent on recruiting. As a member of the New England Small College Athletic Conference, Hamilton is not allowed to recruit. Hamilton can however improve its sports program. The most important step is to schedule teams that are competitive with us. In football, that means no more games with Alfred, Hobart, and Middlebury, all of whom recruit. In hockey, Hamilton must stop scheduling Division Three teams whose games with us are meaningless since they do not count towards securing a playoff berth. Better schedules along with improved sports facilities, the long-awaited field-house, will bring good athletes to Hamilton without sacrificing the school's high academic standard. It is possible to have winning teams without purchasing athletes as though they were prize racehorses.

Kirkland Sports

GOLF LESSONS

Any Kirkland student interested in golf lessons from Coach Jones should call Sara Gordon, x.4933, if she has not already done so.

VOLLEYBALL INTRAMURALS

Sign-up on the bulletin board in McEwen by Sunday, April 14th or call Sara Gordon, x.4933.

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J.V. Lacrosse

Not to be ignored, the J.V. lacrosse team roars into another season this spring. Coach Eric MacDonald, the productive swimming coach, once again is at the reins of a team destined to break all previous J.V. records.

Midfielders include veterans Dusty Batley ('75), Steve (Swa) Haweeli ('76), Scott Toop ('76), and Rick Wallace ('75). The newcomers who should contribute a lot to the J.V. cause are Steve Gorman ('76), Pete Barrows ('77), Dave Donahue ('77), Billy Kahl ('77), and 'Doc' Bagley ('77).

The defense is achored by Bill (Wheels) Ferris ('75), John Newell ('75), and Jamie Haige ('74). 'Jake' Cunningham ('76) and Greg Marsello ('77) will also see regular action. Bobby Potter ('74), J.V. goalie extraordinaire, returns to the nets.

The attack is ably engineered by David Oakes ('75) and Peter Marks ('76). Mac Donald hopes to go undefeated this year, with a slick combination of finesse and hard-hitting. The enthusiasm this year for J.V. lacrosse can be measured by the unheard-of number of players (40) who came out this spring to participate in a thoroughly enjoyable activity, which is just as enjoyable to watch.

Nobody Asked Me But...

Money Game

BY JEFF FEINGOLD AND TIM SCHOEN

The football wars, having begun so quickly, almost quietly, are, perhaps, the culmination of fiftyyears of professional sports.

When baseball began to think big, over one hundred years ago, not one of the National Association's ten franchises would have thought that their professionalization of a boys' game would lead to the big business of today.

Sports today are merely another aspect of big business—another form. The owners are in it for the money, for the profits, and perhaps a handful are in it for the glory. The WFL is the best and most recent example of this. The WFL owners are men who couldn't get their way in one ball field so they built their own. Who can forget the start of the AFL, now a significant part of the NFL? Perhaps the loudest screams that are being registered today are by the same owners who went shopping in the NFL before they became a part of it. Joe Robbie, whose memory is obviously very short, was the same Joe Robbie who "brought" Don Shula from the Baltimore Colts to the Miami Dolphins. Was Mr. Robbie screaming then? All he said, not completely under his breath, was "Nuts to you." Now that he has lost three of his Dolphin stars to the WFL, a taste of his own medicine, he is the biggest crybaby on the NFL block.

These owners are also the same men who bring their crying towels down to Washington every so often, to pray that the Congressmen will not lift the anti-trust protection they have. Even Lockheed doesn't have it so good.

Larry Csonka, Paul Warfield, Jim Kiick, Calvin Hill, and the rest of the NFL defectors are merely professionals taking advantage of a marketplace whose prices are, admittedly, quite inflated. Most of the harrassment is thrown upon these men, who are trying to make the best living they possibly can. When Harry Reasoner left CBS for ABC were there any of the hollers that we hear today?

The salaries that professional athletes receive today are, of course, almost unbearable. But when the American public demands more and more sports and is willing to spend more and more of their money for it, who is to argue? Certainly not the athletes. Even the owners won't say much against them.

The owners have everything in their favor: reserve clauses, options, and the courts. Curt Flood tried to own his own soul but, somehow the courts said it wasn't his to bargain with.

The period in which an athlete's talent is at its marketable best, lasts for, perhaps, eight years. For football players it's even less. Who can tell these men (who are certainly not stupid) that they shouldn't get the most money for their talents? They see the owners bringing in the bucks every season, but when it comes for bargaining time, there's none to be had. While the Yankees are staying at Shea stadium, the Mets will be reaping in $600,000 extra from the concession profits. If they make this much from the concessions alone, how much profit do they make? For, as Jerry Koosman said, that's enough to pay the salaries of the ballplayers. What about the TV contracts, not to mention the take at the gate?

Perhaps the owners will learn how to let others live the lie that they created. Perhaps they can afford to take some lessons in simple capitalism that they live off of. Perhaps they, willingly, can tone down the importance of sports in American society today. Perhaps. . .

P.S. Contrary to what the reading public might think, we wish to congratulate Henry Aaron. For it is only in realizing the greatness of Babe Ruth can you appreciate the magnitude of Henry's achievement.

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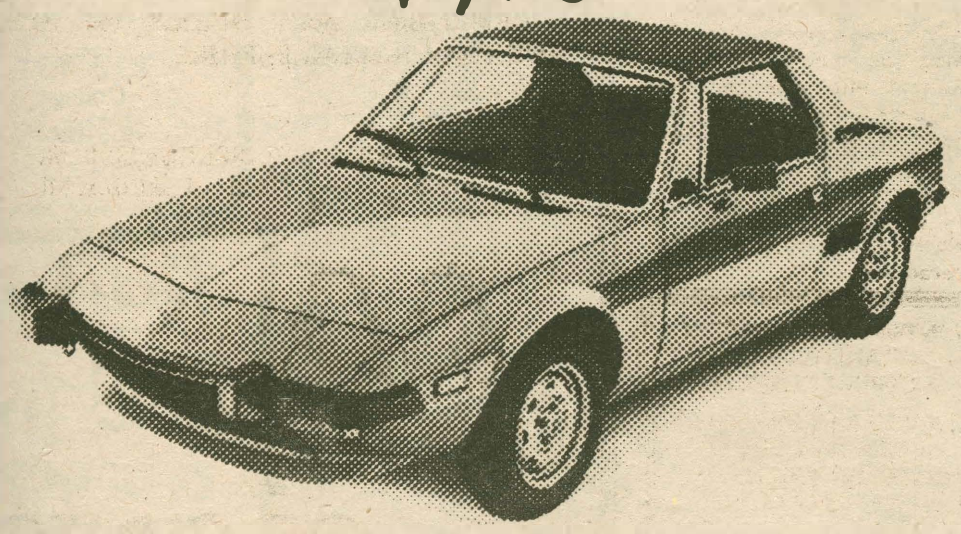

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Sports **SPECTATOR** Sports

Track Previews Strong Spring

BY MARK McMURRAY

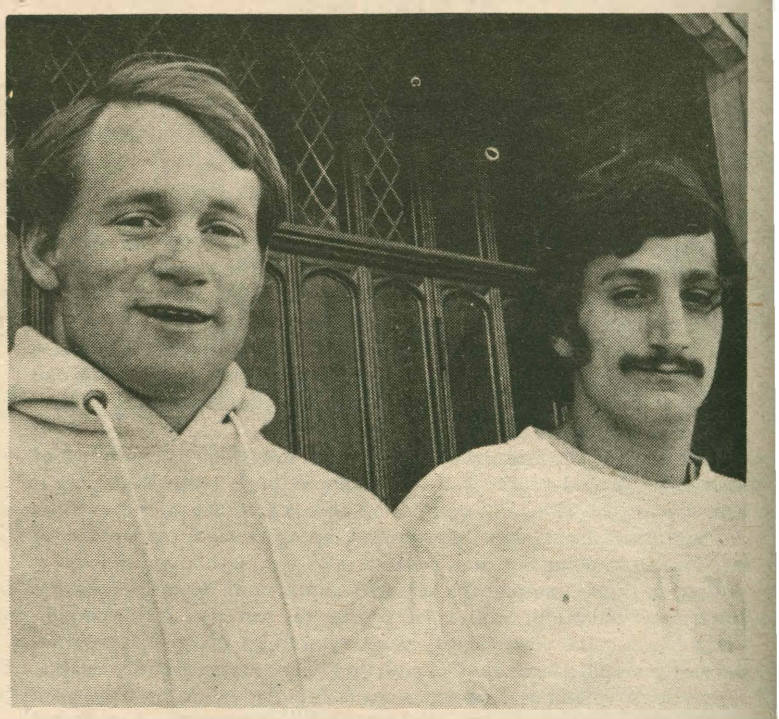
The Hamilton track team will try to open its spring season against an evenly matched RPI squad on Saturday...if the snow melts. Continuing a tradition set by the Cross Country and indoor teams, which have seen a great deal of individual training and improvement, Coach Eugene Long is looking forward to a winning season.

Indoor track, which serves mainly to prepare for the spring season, had its final competition March 16 with the State Meet at Cortland. Although the whole team did not participate, several Hamilton trackmen qualified and turned in good performances. Sophomore Bruce Carter took fourth in the 2 mile with a 9:27.3 clocking, while Lou Pacilio did likewise in the 500 yard run with a 1:15.8. The 2 mile relay team of Tacke, Schmeyer, Pacilio and Stellato also took fourth in 8:04.2.

On March 21, five members of the spring team traveled to Charleston, South Carolina to get the edge on the Clinton weather and to begin a rigorous double session training program for the spring. Although the trip was beneficial while it lasted, when school re-opened to several inches of snow after spring break, workouts suffered accordingly. Coach Long said, "The double sessions were great, but we've suffered a let down since we've been back. We are working whenever we can, but without a field house, we can't depend on any kind of training time table. Right now, we are not as far advanced as we should be."

Another adjustment the team, especially the runners, will have to make is the difference in track size between the winter and spring. An indoor track is usually 1/10 of a mile. With very sharp banked turns, the track almost becomes circular, with very little straightaway. This tends to slow the runner down. On a ¼ mile track, the runner will be able to use his stride more effectively to his advantage, and since the turns are more gradual and the straightaways longer, his times will be faster.

"Everything considered," says Coach Long, "I think we have some exceptional talent in the field events with our main deficiency being the shot put. In the sprints, which in past years has been our weakness, we should see some marked improvement. And after coming off such a strong Cross Country season, our distance events are well taken care of." If the snow melts.



Track Captains Sandy Mackintosh and Vito Stellato

Golfers Optimistic, Links Still Snowbound

BY ALAN COLBY

If the snow ever lets up and the sun comes out long enough to bare a few spots on the fairway, Coach Jones' Hamilton Golf Team should win their share of matches this year. With only Captain Tim Jones graduated, and with the six other regulars from last year's twice defeated squad returning, the prospects of another successful season on the Hill are bright. But even barring more snow, course conditions probably won't grant Captain Wally Porter and his mates much outdoor practice before they play their first home match on Saturday April twentieth. However, as Coach Jones points out, the Continentals plight is shared by their northern New York opposition.

With today's (Friday April twelfth) match at Hobart cancelled, Coach Jones hopes to gear his team for their April nineteenth match on Rochester's beautiful Oak Hill course. In that affair, Rochester will host both Hamilton and Geneseo in separate matches, a practice Jones hopes to institute at Hamilton in the near future.

After the Rochester match, Hamilton barrels full tilt into the heavy part of its schedule. In little more than three weeks the 'Nentals play ten matches, including a six team invitational tournament at Albany State on May sixth. But Coach Jones is optimistic that his forces will be equal to their grueling schedule.

Long ball hitting Captain Wally Porter, the consistent veteran of three previous seasons, and fellow seniors, hoopster Doug Wright and versatile Steve Green should lead the experienced unit. If junior Vlad Hoyt can pick up the exceptional play that earned him medalist laurels in the fall ECAC sectionals at Syracuse, he should aid the Blue cause considerably.

Sophomore Dave Wollman, the only member of the team able to head south over spring recess, played well in a Miami collegiate tournament, and is expected to turn in another solid season. Another sophomore, John Perticone rounds out the list of returning lettermen. A contigent of six freshmen led by swimmer Jack Widman, and Peter Welsh will vie for the seventh playing slot.

All in all, it looks like the Cont's biggest battle will be with the sporadic Clinton weather. But should they get a match or two in before graduation, Coach Jones is optimistic that the team can continue the recent winning tradition of Hamilton Golf.

Baseball Spirits High in 74

BY STEPHEN HAWEELI

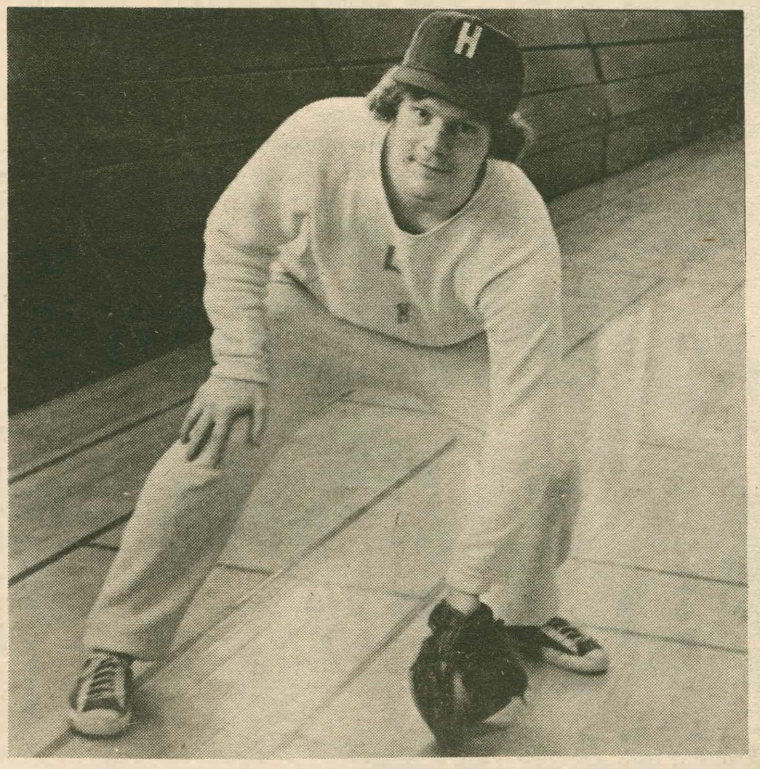
This year's baseball team is sporting new faces, new uniforms, and most important of all, a new attitude. In talking with an optimistic Coach Heckler, this reporter learned that the team is ready to improve last season's dismal record of 2 wins and 12 losses.

Nine of the eighteen players on this year's squad are freshmen, and three more are sophomores. With the accent on youth, Heckler foresees a spirited club lead by veterans Dave McLean (junior captain) and seniors Craig Fallon and Charlie Darrigrand.

The coach feels that the close-knit team atmosphere around the locker room could be indicative of a productive season. The season actually started weeks ago, and after cuts, the team took it down uth for some pre-season ballgames in warmer weather. One game was not an exhibition, however, and Hamilton won handily, 14-3, over Dickinson. Thus they returned to Clinton with a 1-0 record. This trip, paid for out of the pockets of the players, did much to promote the team unity that Heckler desired.

In the field, the Continentals should be respectable defensively. Heckler feels that another pitcher would bolster the staff, but is very pleased with the performances of John Psiaki ('75), and John Driscoll('77). He feels that the club's ability to hit is their strong point, althoug admitting that if the hitting should slack off (as it did drastically last year), they would be in the same trouble. Coach thinks that the RPI and Le Moyne games will be good indication of how the club will perform throughout the season. The RPI game is scheduled for April 17 at RPI, while Le Moyne comes to Hamilton for an 11o'clock houseparty doubleheader on Saturday, April 20,(B.Y.O.).

Unfortunately, the weather has played a role in this season already. Practicing in the hockey rink and gymnasium are not exactly ideal conditions for baseball workouts. But if the Dickinson thrashing is any indication of what this season holds in store for the Continentals, then hopefully the latent baseball fans on the Hill can drop by and enjoy a few innings of exciting college baseball.



Baseball Captain Dave McLean

SWIMMING, SOCCER, LACROSSE, TENNIS, SOFTBALL

Check McEwen Athletics' Bulletin Board for schedules of these Spring sports to be offered at Kirkland. The Intramural Swim Meet will be April 24th; all interested swimmers should sign up in McEwen by April 22nd.

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